Welcome to **Intercultural Communication**!

We are all cultural beings – our norms, expectations, and values are shaped by our membership in different cultural groups. This course will provide an introduction to the complexity of communication between people from different cultural backgrounds. This survey course will introduce you to some of the concepts, theories and approaches associated with the study of intercultural communication.

> We shall not cease from exploration
> And the end of all our exploring
> Will be to arrive where we started
> And to know the place for the first time.

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**Prerequisites**

No prerequisites or none listed.

**Course Description**

Survey and analysis of major concepts, theories, and research dealing with communication between people of different cultural backgrounds in multicultural and international settings. Writing proficiency is required for a *passing grade* in this course. This means that a student
who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well the student performs other course requirements.

CULTURAL DIVERSITY:

“I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...”

~bell hooks

In keeping with the spirit of hooks’ viewpoint, recognizing that we come from different backgrounds and have had different experiences, the Department of Communication Studies is committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity. In addition, writing assignments and daily activities have been designed to encourage individuality and creative expression. You are encouraged to not only take advantage of these opportunities in your own work, but also, learn from the information and ideas shared by other students.

Student Learning Outcomes

The specific course objectives are:

1. To understand more about yourself as a cultural being and how your culture influences your life.
2. To examine the relationship between culture and communication.
3. To introduce the major concepts in the field of intercultural communication.
4. To identify and explore some of the challenges inherent in communication between people from different cultures.
5. To begin to develop skills in understanding and responding to these differences.

Required Texts

UA Supply Store Textbook Information

- MARTIN (RENTAL) / (RENTAL) INTERCULTURAL COMMUNICATION IN CONTEXTS (RENTAL)
- (E-BOOK) MARTIN / INTERCULTURAL COMMUNICATION IN CONTEXTS (Choose One)
- MARTIN / INTERCULTURAL COMMUNICATION IN CONTEXTS (Choose One)


Additional Readings as listed in the schedule and available on eLearning.

Grading Policy

Course Evaluation:
<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum</th>
<th>Your points</th>
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<tbody>
<tr>
<td>Participation/Citizenship</td>
<td>80 points</td>
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<td>Plagiarism Quiz</td>
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<td>Individual Reflection paper</td>
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<td><strong>Total points</strong></td>
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**Grading Scale**

- A+ = 100%  
- B+ = 87-89%  
- C+ = 77-79%  
- D+ = 67-69%  
- F = 0-59%

- A = 93-99%  
- B = 83-87%  
- C = 73-77%  
- D = 63-68%

- A- = 90-92%  
- B- = 80-82%  
- C- = 70-72%  
- D- = 60-62%

**Note:** (1) Incomplete grades will be considered ONLY for students who were unable to complete work at or near the end of the semester for a legitimate reason and (2) Students are welcome to audit this class, but are expected to do all the reading and participate in all class activities.

**Learning Assumptions and Expectations**

- Success is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice.
- This is a very participatory course. You will learn by participating in exercises and simulations, as well as through reading, listening, and discussing. I expect you to have a positive attitude as you participate in these activities.
- The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages, talking on cell phones, texting, or reading outside materials (including the newspaper, etc.).
- One of the most important aspects of learning is being able to listen. As you listen to your classmates, you should be attentive and supportive. Everyone has something valuable to contribute to the class’ learning and to each individual’s success. This does not mean that you will always agree with the opinions of others, but you can learn from them nonetheless. ALSO, please turn off cell phones before class as they interfere with the ability of you and others to focus on what is happening in the class.
Class discussion will build from the reading so it is necessary that you complete the reading before the assigned date. We will not be able to discuss everything covered in the readings, however you will be responsible for the content. I recommend that as you read you write questions, take notes, and really think about the material. One way to do this is to write in a journal or talk with a classmate or friend about the content and the reflection questions in the text. (This is a great way to prepare for the exams!) Look for connections both with other concepts and with your own life.

I am open to your feedback about how I can best meet your needs as a student. I will actively solicit your feedback a few times in the semester, but also welcome your comments at other times.

Policy on Missed Exams & Coursework

Attendance Policy

- Attendance is expected and will be checked daily. You are expected not only to be present, but also to contribute to class discussions and participate in all class activities. **You are expected to know the material covered even if you are absent on the day it was covered.** You are responsible for obtaining lecture note and announcement presented in the class session you missed. Please ask your classmates to obtain any missed information. Obtain contact information from your classmate in advance. If you anticipate an absence in advance please inform me as soon as possible.

Excused absences will be granted only when the reason for the absence is documented in writing. Except for sickness when you contact me at the time, supporting documents are required (doctor’s notes, obituary notices, etc.). If an excused absence is planned, work should be submitted before the absence.

Policies

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

- **Late work:** Late work will not be accepted without a reduction in the grade earned. Generally, the assignment will be reduced by one grade per day late. Be sure to write down the names and phone numbers of several of your classmates in case you want someone to submit your work when you are absent or have a question about class and can’t reach me. You are always welcome to submit assignments early if you anticipate missing a class!

- **Writing:** One of the conditions of this class is that you demonstrate coherent, logical, and carefully edited prose. I will give you feedback on your writing and every assignment will be graded with comments about writing as well as content. If you have concerns about your writing skills, please talk with me about whether this class is appropriate for you to take at this time.
Class Participation

- You are expected to arrive at class every day, on time, and prepared to discuss the assigned reading.
- You should remain for the entire class. Arriving late or leaving early will be counted as half an absence, unless prior acceptable arrangements have been made with me. (But if you arrive late, please come in quietly and join the class.)
- I recognize that different people contribute in different ways. You will lose points for participation if you are absent, choose not to participate, are disruptive or rude, or are not prepared.

Daily Activities: I recognize that students learn in different ways. Some prefer more activity while others prefer reflection. Some learn through concrete examples while others learn by talking about (or listening to) abstract ideas. Because of this, I use a variety of instructional tools including (1) brief lectures, (2) discussions, (3) videos, (4) small group activities, and (5) experiential activities/simulations. I try to limit lectures to no more than 20-30 minutes as research has shown that this is the longest that most adults can concentrate and listen effectively. We will use a lot of group activities and discussion in order to share ideas and help each other learn. This technique is effective in helping you think through the material (and has been found to improve students’ test scores). The activities are designed to help you understand the concepts and often to relate them to your lives or practical examples.

Exams and Assignments

General Assignment Guidelines for all major assignments prepared outside of class:

- All papers must be typed and submitted online. All hand-written work will receive a reduced grade, unless specified.
- The papers and written assignments for this course should be written in an academic, not journalistic, style unless otherwise indicated. For example, avoid one or two sentence paragraphs, do not start sentences with conjunctions, and do not use contractions (write out the full words instead).
- Paper length guidelines reflect 1” margins and double-spaced text with a 10 to 12 point font in Times New Roman.
- All assignments are due on the due dates listed. You are responsible for planning ahead and balancing the requirements of this class with your other classes and outside responsibilities.
- All papers should be submitted electronically in the designated Blackboard folder.
- I am very happy to provide support to you as you work on your assignments, however please see me early! If you come at the last minute, there may not be much I can do to help. If you are confused about an assignment or having difficulty finding a topic to write about, come and talk to me. I am glad to answer questions in person or by email. I am also willing to read drafts of papers and give feedback, but in order to do this please give me at least 24 hours notice. I usually check my email daily.
- I encourage you to use the Writing Center for feedback on papers, but this also requires planning ahead!
Course Requirements/Descriptions of Assignments:
The assignments have been designed to help you maximize your learning. They are also a means to assess your mastery of the material and apply your learning to practical situations. More details will be given about these assignments during class.

1. **Participation/Citizenship (80 points):** As described above, respectful participation is an important part of this class. However, I also recognize that different people contribute in different ways. You all have communication experience and sharing that experience with the rest of the class improves the quality of class discussion and student learning. Accordingly, 80 points (8%) of your grade depends on your active participation in class. Below I’ve detailed how participation points are assigned.

**80 participation points (an “A+” grade) means:**
- You attend class every day.
- You arrive to class on time, and prepared to discuss the assigned reading.
- You remain for the entire class, unless prior acceptable arrangements have been made with me.
- You are engaged and attentive throughout the class period.
- You respond to questions and actively participate in class discussions

**72-79 participation points (an “A” grade) means:**
- You attend class almost every day (with very few exceptions)
- You arrive to class on time, and prepared to discuss the assigned reading.
- You remain for the entire class, unless prior acceptable arrangements have been made with me.
- You are engaged and attentive throughout the class period.
- You respond to questions and actively participate in class discussions

**64-71 participation points (a “B” grade) means:**
- You attend class almost every day (with a few exceptions).
- You arrive at class on time and you remain for the entire class, unless prior acceptable arrangements have been made with me.
- You participate in class discussion, but not regularly.
- You are sometimes disengaged and distracted during class.

**56-63 participation points (a “C” grade) means:**
- You miss several classes or,
- You are sometimes late for class or leave early, but when you’re in class, you are engaged and participate.

**48-55 participation points (a “D” grade) means:**
- You miss class frequently.
- You participate in class discussion sporadically on the days you do attend.
- You attend regularly, but distract or discourage others from participating.
- You read the newspaper, text message, or sleep.
47 or less participation points (an “F” grade) means:

- You miss class frequently.
- You rarely, if ever, participate in class discussion.

2. Instructor Meeting (10 points): Each student should schedule an appointment to meet with me during the first half of the semester. I will have sign-up sheets to facilitate this. If you miss your meeting without calling to reschedule I will deduct 5 points.

3. Plagiarism Quiz (10 points): By Monday, January 13, read about plagiarism and complete the plagiarism quiz for either APA style (http://www.wsulibs.wsu.edu/plagiarism/how-avoid-it). Print out the quiz (or use the version distributed in class) and write your answers on the side, then check your own answers. Return the completed quiz to me in class.

4. Cultural Identity Collage and Short Paper (100 points): Create a collage that represents your cultural identity to share with your classmates. You might want to include representations of your family, interests, ethnicity, and whatever other groups you relate to when you think about who you are. This is a way for you to think about the many different cultures that you are a part of and also to share your cultural identity with your classmates. Also, write a short (approximately 2-3 pages) paper, describing your collage and why you included each part. Include how each culture influences your communication (how you communicate, who you communicate with, etc.). Be creative! I will evaluate your collage on your level of engagement and effort, not your artistic ability. Your paper will be graded based on the criteria on the syllabus. You’ll have a chance to present your collage to others in the class on the due date.

5. "My Cultural Identity" Paper (200 points): The purpose of this assignment is for you to think through one of your cultural identities (racial, ethnic, national, religious, or gender) and explain how you identify with this group, what it means to you, how it influences your communication with others, and your relationship with others and the larger world based on this identity. In response to these categories, select and examine one aspect of your cultural identity using three appropriate concepts discussed in lectures and readings. For example, you might focus on ethnic identity and examine (a) your cultural patterns and values, or (b) describe what you know about your ethnic heritage and its importance to you, or (c) how what others perceive to be your “race” influences how you see yourself in this society. You might apply the following concepts: ascribed and avowed identity, multiple identity, individualism-collectivism, etc. Also, be clear to tie this identity to one of the definitions of culture from this class. In your conclusions, explain what implications, obstacles, and challenges your social identity poses to communication with people from other cultures, in and out of the U.S. Also, underline the first use of each of these terms and be sure that I can tell from your usage that you understand the meaning of the concept.

Be complex. Your analysis should provide insight about issues you discuss as well as about the concepts you learned in class (e.g., you can challenge the concept or expand its meaning). Your paper should be approximately 5-6 pages in length.

6. Midterm (150 points): The midterm will have objective and/or subjective essay types of questions constructed mostly to ensure that you have understood the approaches, theories, and concepts used in class and readings and can apply them to examples of intercultural communication. Review key terms for each chapter, in-class exercises, AND lecture notes from class as a study guide.
7. **Group Project (300 points undergraduates):** With a group of other students, you will work on a project to be presented in the last two weeks of class. I will assign you to groups. Your task is to study an important aspect or example of intercultural communication. Your group has several choices as to the nature of this project. More specific details will be provided later. You will be graded as a group for the project presentation and paper. Except in rare cases, every member will receive the same grade for the presentation. You will be graded individually for your individual draft and contribution to the group.

8. **Reflection paper** on your learning in the course (**150 points**). Write a 5-6 page paper about what you have learned about intercultural communication this semester and address your future plans for using the knowledge and experience you have gained in this class.

9. **Graduate Students have additional requirements (see below)**

**Grading Criteria**

**Papers and Other Written Assignments:**

An “A” Paper:

1. Fully completes all parts of the assignment in a thoughtful manner.
2. Includes a concise and clear thesis or topic sentence.
3. Has an effective introduction and conclusion.
4. Provides support (examples, evidence) for arguments with adequate yet focused details.
5. Acknowledges and documents sources.
6. Is well organized.
7. Is free of grammatical and spelling errors.
8. Uses appropriate vocabulary and format.
9. Shows originality and creativity in completing the assignment.
10. Maintains a level of excellence throughout.

A “B” paper does all of the above (1-10) in a superior way, but without the level of originality or creativity of an A paper and/or has some minor errors or flaws.

A “C” paper does all of the above (1-10) in a satisfactory manner but includes more (or more serious) errors or flaws.

A “D” paper is missing some of the above (1-10) and/or includes many serious and minor errors or flaws. (Rough drafts without additional work often resemble a C or D paper.)

An “F” paper is missing many of the above (1-10) and/or includes many serious and minor errors or flaws.

**Presentations:**
An “A” Presentation:

1. Fully includes all parts of the assignment in a thoughtful manner.
2. Includes appropriate style and structure for the presentation.
3. Includes a clear focus.
4. Has an effective introduction and conclusion.
5. Provides support (examples, evidence) for arguments with adequate yet focused details.
6. Is well organized.
7. Uses appropriate vocabulary and format.
8. Includes the use of appropriate visual aids.
9. Shows originality and creativity in completing the assignment.
10. Includes appropriate answers to questions posed by the audience.
11. Maintains a level of excellence throughout.

A “B” presentation does all of the above (1-11) in a superior way, but without the level of originality or creativity of an A presentation and/or has some minor errors or flaws.

A “C” presentation does all of the above (1-11) in a satisfactory manner but includes more (or more serious) errors or flaws.

A “D” presentation is missing some of the above (1-11) and/or includes many serious and minor errors or flaws.

An “F” presentation is missing many of the above (1-11) and/or includes many serious and minor errors or flaws.

Please note: If you feel that your paper or exam warrants a different grade than what I have given it, you have two ways to appeal it. The first way is in writing. Write me a letter carefully explaining why you feel you deserve more points (based on the criteria above). Alternatively, you can meet with me at my office by appointment. I require that these meetings take place at least 24 hours after the paper is returned so that you have ample time to review the paper as well as my comments and corrections. If you prefer to meet face-to-face, please spend time before we meet re-reading your work and analyzing it based on the criteria above. I am always happy to give suggestions as to how you can improve your work for future assignments!

Graduate Credit Additional Requirements

Graduate students in this class are responsible for all of the undergraduate requirements. However, in addition, the following requirements apply. Grading and point distributions are different from the undergraduate grading (see below).

Graduate Only Requirements:

1. Diversity Symposium Proposal and Participation (100 points): Submit by January 31 to discerningdiversevoices@gmail.com AND on Blackboard a proposal for a poster session (work in progress is okay) or presentation for the Discerning Diverse Voices Symposium on Diversity. The symposium will be held on Wednesday, March 5 – plan to be there. I strongly recommend
you submit and present on the topic of your research paper (see below). We will talk more about this when we meet.

2. **Research Paper (300 points):** One conference-style research paper (20-25 pages of text) will be required. This project will involve an in-depth, theoretical intercultural communication analysis or a research study or proposal, ideally based on the subject of your own area of research, program, and plan of study. More information will be given about this paper in the graduate meeting times. The paper must follow APA guidelines. Each paper should exhibit coherent, logical and carefully edited prose. The paper will be due **Monday, April 28, at 5 p.m.** (submit online).

3. **Leading Discussion:** With a partner, you will be responsible for leading discussion on one of our readings. You will have a chance to sign up for an article at the first graduate meeting.

4. **Reading Response Papers (4 x 25 points each; total 100):** For five of the graduate reading list articles/chapters, you should write a short reading reflection paper (“RRP,” 1½-2 pages). RRP s should contain (1) a paragraph summarizing the main focus and theses of the article or chapter; (2) a paragraph about what the reading adds to your understanding intercultural communication, relating this other work or ideas we have studied; (3) a paragraph of comments, insights, and ponderings. Your comments or questions should demonstrate your understanding of the issues discussed in class. RRP s should follow APA format and have a reference list at the end. RRP s (typed) should be turned in online on the day the reading is assigned, before class time. The first two RRP s are required (see the schedule below). You may not do an RRP on a day when you are facilitating discussion and no late RRP s are accepted.

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**Assignments/Points:**

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<tr>
<th>Assignment/Points</th>
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<td>Individual Reflection paper</td>
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<td>Reading Response Papers (4)</td>
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<td>Diversity Symposium Participation</td>
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<tr>
<td>Research Paper</td>
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<td>Total points</td>
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**How to calculate your grade:**
Your grade % = (all the points you have earned) / (maximum points possible)

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 0-59%

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<thead>
<tr>
<th>Date</th>
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<tr>
<td>1/13</td>
<td>Discussion of Graduate Expectations and Assignments</td>
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<td>1/20</td>
<td><strong>Martin Luther King Holiday</strong></td>
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<td>1/27</td>
<td><strong>Deadline for Symposium Proposal Submission:</strong> <a href="mailto:discerningdiversevoices@gmail.com">discerningdiversevoices@gmail.com</a></td>
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<tr>
<td>2/3</td>
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</table>
2/17  No Graduate Meeting (“My Cultural Identity” Paper due in afternoon class)


2/24

- Philipsen, G. (1975). Speaking “like a man” in Teamsterville: Cultural patterns of role enactment in an urban neighborhood. *Quarterly Journal of Speech*, 61, 13-22. *(AN 9305255) – You may only do an RRP on this if you have not read it for another class!*

3/3  No Graduate Meeting (Midterm Exam in afternoon class)

3/5  (Wed.)  Attend Discerning Diverse Voices: Diversity Symposium


3/10


3/17

3/24-28  Spring Break!!


3/31


4/21 Informal Presentations of Papers

4/28 Final Papers Due by 5 p.m.

Outline of Topics

- Introduction to the course and each other, and to intercultural communication
- Why Study Intercultural Communication?
- The History of the Study of ICC
- Culture, Communication, Context, and Power
- Identity and ICC
- History & ICC
- Language and ICC
- Nonverbal Codes and Cultural Space
- Intercultural Transitions
- Popular Culture and ICC
- Culture, Communication, and Intercultural Relationships
- Culture, Communication, and Conflict
- The Outlook for ICC

Emergency Contact Information

UA’s primary communication tool for sending out information is through its web site at [www.ua.edu](http://www.ua.edu). In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.
Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at [http://wvuatv.com/content/weather](http://wvuatv.com/content/weather). WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check [http://wvuatv.com/content/free-email-weather-alerts](http://wvuatv.com/content/free-email-weather-alerts) for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.
If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Policy on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.