**Leonard M. “Larry” Edmonds, EdD, M.A. Phoenix, AZ 85050**

**email:** **Larry.Edmonds@asu.edu****Larry.Edmonds@protonmail.com**

[**https://www.linkedin.com/in/larryedmonds**](https://www.linkedin.com/in/larryedmonds)

 **Career Path**

**08/2000** - **ARIZONA STATE UNIVERSITY**, Emeritus Professor, Honors Fellow

Barrett Emeritus (teaching) Fellow, Barrett, The Honors College, ASU

President/Member, Executive Board of Directors, ASURA

Assisted Dean and Provost to grow Integrative Sciences and Arts from a

department to a school to a college, increasing revenues during the

recession in the late 2000’s

Taught over 100 Communication (leadership, interpersonal and

intercultural/cross-cultural, conflict resolution, and training and

development courses and English Courses

 Engaged in curriculum/instructional design, including DEI content and strategies

Founded and chaired Faculty Annual Review (FAR) Committee 6 years

Inaugural Chair, School of Letters & Sciences Contract Faculty Personnel

Served on University’s Curriculum and Programs Committee (CAPC)

Served on State of Arizona Articulation Task Force and University’s

“Transfer Matters” University-wide Committee”

Inaugural Obama Scholar mentor/DEI (learners of disparate cultural identities)

Developed and presented 17 programs/classes, Osher Lifelong Learning Institute

Provided over three dozen community engagement presentations (through mini-

grants provided by the Arizona Humanities Council)

Lincoln Center Affiliated Faculty, Lincoln Center for Applied Ethics

Inaugural Member/Contributor, ASU Mentor Network (career mentor)

Chaired and served on multiple Student Grievance/Conduct committees

**Fellowships and Awards**

* Awarded Emeritus status
* Clovis Campbell, Sr. Endowment for the Study of Race and Democracy
* Dessie E. Larsen Fellow (Communication)
* Robert B. Rutherford, Jr. Memorial Fellow (disparate cultures)
* Arizona State Credit Union Community Leadership Award
* Two Outstanding Faculty/Teaching/Training Awards

**Courses Taught at ASU and/or MCCCD**

**COMMUNICATION**

COM 100 Intro to Communication

COM 225 Public Speaking

COM 230 Small Group Communication and Leadership

COM 241 The Oral Interpretation of Literature

COM 250 Communication and the Workplace

COM 259 Communication/Business and the Professions

COM 263 Elements of Intercultural Communication

COM 271 Voice and Diction

COM 312 Communication/Conflict and Negotiation

COM 316 Gender and Communication

COM 317 Nonverbal Communication

COM371 Language, Culture, and Communication

COM 394ST Listening

COM 394ST Cross-cultural Communication

COM 394ST Corporate Communication

COM 394ST Storytelling in Organizations

COM 411 Communication in the Family

COM 430 Leadership/Group Communication

COM 453 Communication/Training and Development

**ENGLISH**

ENG 101 English Composition; ENG 102 English Composition

**Sample Syllabus**

 Communication/Training and Development – COM 453 #31293 (iCourse)

Instructor: Dr. L.M. Edmonds, Barrett Honors Faculty/College of Integrative Sciences and Arts
\*\*\*email (best way to reach me) Larry.Edmonds@asu.edu

# REQUIRED

# **Textbook:** **Beebe, Mottet, & Roach (2013). Training & Development: Communicating for Success (2nd Ed.), Pearson. ISBN: 9780205006120**

Technology: You will need to be able to create a video and load that to an electronic platform or sent to me by email

Supplemental Readings: Any supplemental materials will be supplied online

What you can expect to learn:

1. Developing a practical knowledge of training and development communication processes, principles, and strategies

2. Enhancing effective communication styles

3. Creating awareness and increased sensitivity to your own communication behavior and practices in training and development interactions

4. Recognizing that everyone and every group is different and should be equally respected

5. Becoming more competent in using an electronic platform when exchanging ideas and collaborating with others on a group project

6. Realizing that we are each responsible for our own learning and other successes

**NOTE: Some course content may be deemed offensive by some students.**

**Class Norms (7 items):**

1. Staying on top of assignments and making significant contributions to the class. Class material provides many opportunities for critical reading and thought, vital ingredients in business/professional success. Discussions of theoretical elements can help everyone improve.

2. Feedback. Class comments are best when focused on observable behaviors and are offered in a non-threatening manner, are specific rather than general, and focus on strengths as well as areas that may need improvement. It is important to remember that the verbal and nonverbal messages of the audience speak to the speaker as well as vice versa.

3. Discipline and creativity. We all benefit from innovative presentations and intellectual initiative.

4. Clear written work. Continue to work on the ability to produce coherent, succinct, and scrupulously written ORIGINAL work.

5. Time: Do your best work in the time allotted. The general rule for university classes is two hours of preparation for every hour of class. You will need to read the text and supplemental materials to be successful.

6. Common courtesy and respect. Sexist, ageist, racist, language will NOT be tolerated and common courtesy and respect among all class members will be expected at all times.

7. Timeliness. **Be sure to visit the late work policy contained in this syllabus**

**ASSIGNMENT DESCRIPTIONS**

**Online DISCUSSIONS** (300 pts)

You will automatically be enrolled on the class’s Blackboard (my.asu.edu) site. There will be 12 discussion questions posted on the site throughout the semester. Each discussion question is worth up to 25 points, for a total of 300 possible points available and requires an initial AND a response posting. To earn or approach the full 25 points for each discussion, your postings must be thorough and meaningful. Initial discussion board posts (your response to the posted topic related to the readings, videos, articles, etc.) need to be between 300+ words, and need to **include a word count** at the end of the posting. **You will not be able to respond to another class member’s posting until you have posted you initial posting.** Discussion posting replies to other class members’ [postings need to be between 200+ words, and must also **include a word count** at the end of each posting. WORD COUNTS ARE FOR CONTENT, NOT INCLUDING GREETINGS, CLOSINGS, AND THE “WORD COUNT” ITSELF. **Failure to add word counts** will result in a loss of three (3) points for **each posting** that does not have the word count included. Please be honest…I spot check and if you report a word count that is off from the actual word count, **you will forfeit all the points for that posting**. Thus, the standard is: Each discussion requires **two SEPARATE substantial postings** (one is your own thoughts, the second is a thoughtful response to another class member’s posting). **[EXCEPTION:** The FIRST discussion requires THREE postings] Simply log on to <http://my.asu.edu> to get started.

**How I grade Discussions:**

**The grade for each discussion is based on a combination of substance (quality) and meeting/exceeding the quantity standard.**

**Here is the basic grading scale for discussions:**

**25 points      = A+ Very high-quality content/well more than the minimum posting**

**23-24           = A    High-quality content and more than the minimum posting**

**20-22           = B    Good content and at least the minimum posting**

**17-19           = C    Average content and/or less the minimum content**

**15-16           = D    Below average content and/or less than the minimum posting**

**<15              = E     Poor content and/or much less than the minimum posting**

**The rubric applies to BOTH your initial posting and your response to someone else.**

**Feedback:**

**1. Go to the "My Grades" in the left sidebar of our class site.**

**2. You will see your grade for each graded assignment and any comments I might have made regarding that assignment.**

**Project # 1 Topic Selection, Task Analysis, and Research**

 **(150 points possible) (see full assignment on our site)**

The first project is for you to do the following three (3) things: **a)** select a topic on which you will deliver a training/development presentation at the end of the course, **b)** prepare and submit an annotated bibliography of AT LEAST five (5) sources related to your training topic, and **c)** set up a task analysis of the skill(s) you will be teaching. This will involve a step-by-step outline listing of the skills, knowledge and behaviors necessary to perform the skill in the order the skills will be taught. **This project will be due for credit not later than 2:59 pm MARCH xx (NOT 11:59 pm)**

**Project #2 Video Training Presentation**

**(Solo) (150 points possible) (see full assignment on our site)**

The second project will entail the creation of a **5-7-minute video** of you presenting your rehearsed and finalized training/development session based on your Project One work. **This project will be due for credit no later than 2:59 pm April xx**h **(NOT 11:59 pm).**

**Academic Integrity**

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus, cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken, and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>

**Students with Disabilities**

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. The site can be found here: https://eoss.asu.edu/drc

**Downtown Phoenix** Campus University Center building, Suite 160 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu

 **Polytechnic Campus** Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu

**Tempe Campus** Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu

**West Campus** University Center Building, Room 130 Phone:602.543.8145 E-mail: DRCWest@asu.edu

**Mental Health**

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: https://eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

**Student Code of Conduct**

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at http://students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at http://asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 http://www.asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

**Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

**Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/.

**Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

**Syllabus Disclaimer**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

**Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

Tutoring: <http://studentsuccess.asu.edu>

Counseling Services: <http://students.asu.edu/counseling>

 Financial Aid: <http://students.asu.edu/financialaid>

 Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>

 Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>

 Career Services: <http://students.asu.edu/career>

 Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

 ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>

ASU Police Department: <https://cfo.asu.edu/police>

 International Student Resources: <https://students.asu.edu/international/support/academic>

**Grading and Scale**

There are 600 points available over the course of the semester. The breakdown of possible point values for each assignment is as follows:

Project #1 150 points

Project #2 150 points
Online Discussions 300 points

**Total Possible Points** 600 points

**+/- FINAL Grading Scale**

A+ = 588-600

A = 564-587

A- = 546-563

B+ = 528-545

B = 504-527

B- = 486-503

C+ = 468-485

C = 426-467

D = 366-425

E = 0-365

**OPPORTUNITY COST:**

Everything costs something. But it is not ten dollars or a thousand dollars. The cost is what else you could be doing with your time and resources. Most businesses must choose between producing product A or product B. To produce product A, they must give up the opportunity of producing product B. Economists define the "opportunity cost" of any good or service as the value of all the other goods or services that we must give up to produce it.

We automatically make decisions based on “opportunity cost” all the time. You can sleep in, play video games and watch TV or you can attend to class and participate in building your own future. By doing one, you are giving up the opportunity of doing the other. To decide which to do you need to put a value on each activity. A numerical value makes it easier to make comparisons. In the business world, this numerical value is called ‘money’. When a salesperson tells you the price of a product, you compare the price of the product with the value of the product. If the price is less than or equal to the value, then you buy the product. The more information you have the easier it is to determine a value. By choosing to “play,” you just might be paying the cost of enhancing your future. Each person must determine the value of each choice s/he makes. Choose wisely.

**Course Late Work Policy:**

**The Five Ps: Proper Planning Prevents Poor Performance.**

**Please be sure to read this policy *in its entirety*…it is applied universally to *all* class members (although it will generally not affect most).**

**Definition of ACCOUNTABILITY (Merriam-Webster Dictionary): an obligation or willingness to accept responsibility or to account for one's actions.**

I highly recommend that you do not take risks by waiting until the last minute to do work for my class…that behavior can cost you points, and points can cost you letter grades. Since the due dates are provided from Day One, an extension is **not appropriate** in a class with such advance notice. Because course information and due dates are available from the **first day of class**, I do not accept late work for credit **except** when **documented** illness or other incapacitation occurs, so waiting until the last minute on discussion boards, or any other assignment, is not in the best interest of your **course grade** (**see mitigating circumstances below**). I also do not accept ANY work after the **last official day of classes**.

Making sure that your computer is in proper operational order is a requirement of this online format and is important relative to this policy. **Be sure that the cache is emptied, and you restart the computer before beginning an assignment or use a different browser if you receive an error message (Chrome is recommended by the folks at ASU and Chrome can be downloaded free). “My computer crashed” is NOT an acceptable excuse for late work.**

Please be sure that you understand **every due date**. Every piece of work submitted to our site has a date/time stamp on it and all due times are **Arizona time**. **If a discussion is due by 11:59pm and the date stamp on the submission is 12:00am, the discussion is *late and the late work policy applies.* Similarly, if a project is due by 2:59pm, and is time stamped at 3:00pm, *it is late.*** It is NOT a good idea to begin posting discussions at 11:45pm on the days they are due…chances increase that they will be late. I would highly recommend that you consider doing your initial posting a **few days ahead** of the due date, then your response posting a **couple of days prior** to the due date.

**Results, not excuses:  Misreading the syllabus** or the discussion board is **not an excuse** for turning in late work. Neither is **losing an Internet connection** just before the project/discussion was due. Nor is **not receiving a notification** about that assignment because a SmartPhone failed to alert you that you had something due. **Grades are based on what you DO for the class, not what you were GOING to work on when something came up at the last minute…a non-excuse.** Keeping your computer running properly and ensuring that your Internet connection is reliable are responsibilities you will probably want to take on more than once during the course…. especially before posting to a discussion board or turning in an assignment.

>>> **If you are too ill to do assignments for the three (3) days prior to the assignment being due, you will need to obtain a signed note on letterhead from a physician/hospital, dated at the onset of the illness (not weeks after the fact), declaring that you were incapacitated (physically unable to do your ONLINE work) for AT LEAST those three (3) days *prior* to the assignment (discussions or projects) being due and that documentation would need to be scanned as a .pdf and sent to me with your work. [it is an online class, so much of the work can be accomplished well before the due date] *Planning ahead* is a good habit to develop if you have not already done so. <<<**

We are preparing and/or refreshing skills for the world that you will have to live in long AFTER college, and it is often not a very forgiving place, but IS full of **absolutes** (you GOT the job, you DID NOT get the job; you ARE pregnant, you are NOT pregnant…these are absolutes. One cannot be kind-of-pregnant). Taking personal responsibility for the actions in one’s life lesson that can serve them best as they enter/live in the post-academic world. I recommend that everyone keep the late-work policy in mind when preparing their work/and **PLEASE PLAN!!**

***The Public Nature of the Class (Writing and Discussion)****:* Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. You are free to express your perspectives in writing and discussion, but you also need to write responsibly, contemplating the possible effects on others and on yourself.

# **This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: https://cls.asu.edu/. If you have questions or concerns, please send your inquiry to** **cisa@asu.edu****.** Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Larry.Edmonds@asu.edu

**Please keep in mind that “ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.”**

# **CLASS SCHEDULE**

# All discussions have due dates on them (you can also drag your cursor over the discussion title on the left side of the site to see the full due dates)

JAN xx-xx **Assignments for the first week of class:**

**Read/print/consider syllabus, policies, announcements and**

**Assignments**

**Be sure you understand the course late work policy and the final grade scale**

 **Add all due dates and times to your calendar**

 **Determine if this course is right for you/Drop/Add ends**

***JAN xx***

**If you wish to get ahead of the game, you CAN begin the *initial postings* on the discussion boards…**

JAN xx-FEB xx Beebe, Mottet, and Roach – Chapters One, Two, and Three

**JAN xx – MLK, Jr. Day - NO Classes/University Closed**

FEB xx-MAR xx Beebe, Mottet, and Roach Chapters Four, Five, and Six

**Project #1 due NO LATER THAN 2:59pm MAR xx**

**MAR xx-xx**  **Spring Break**

MAR xx- APR xx Beebe, Mottet, and Roach Chapters Seven through Twelve

 **Project #2 due NO LATER THAN 2:59 pm April xx**

APR xx **Spring Classes End**

**A reflection of a change in my classroom/virtual teaching**

* + The goal of my teaching is to develop critical thinkers in Communication, Leadership, and Diversity, Equity, and Inclusion
	+ I have worked to introduce and develop the ability to critically assess texts of all sorts (written, media, etc.)
	+ Prior to my change in teaching, I began as the :sage on the stage,” lecturing for 55-75 minutes in each class meeting. It was, in my initial thought process, my job to instill information to students. I taught them things they could seek out in a textbook or at the college/university library.
	+ As I found the “lecture” style to be somewhat lacking, I changed my classroom to a more Socratic style, asking questions about the day’s content (theory and practical application) rather than spewing information for students to simply take notes and offer that same information back to me on an examination.
	+ As a curriculum writer/reviser for four of the largest textbook publishers, I have also developed more direct questions and topics in include in the Socratic method of teaching.
	+ Assessment: Using qualitative data collection through essays, arts-based presentations, and oral presentations, I found that the students had learned a great deal more about the subject matter and were better able to apply critical thinking to their views of topics and how they presented those views for assessment.
	+ Adjust goals: The goals for successful outcomes will remain the same, but I will continue to fine-tune the questions I ask in class (face-to-face, hybrid, and fully virtual) to ensure that critical thinking is developed in each learner while the concurrently learn the “facts” and course materials/information.

**Graduate and undergraduate mentoring**

* + I have had the good fortune to mentor doctoral students on their dissertations, master’s students on their capstone projects and theses, and undergraduates on their final papers for graduation. I have also served as Faculty Advisor on two Student Organizations (Leadership, Diversity, Equity, and Inclusion).

**2007-2018** **PEARSONED, SAGEPUB, McGRAW-HILL, WADSWORTH/CENGAGE**

Curriculum/Instructional Design (simultaneously w/ASU)

Authored/revised test banks, ancillary chapter PowerPoints, chapter

outlines, in-class activities, web-based activities, and others

**8/17-5/18 EASTERN GATEWAY COMMUNITY COLLEGE** (asynchronously)

Adjunct Faculty, Communication (simultaneously w/ASU)

Taught blended courses – interpersonal/intercultural (DEI) communication

Assisted learners as a career mentor

**01/18-11/18 CARRINGTON COLLEGE** (synchronously) (simultaneously w/ASU)

Visiting Instructor, Communication

Taught blended course – interpersonal/intercultural (DEI) communication

in health/patient-healthcare professional oral interactions/coaching

 Mentored learners in the career pursuits

**8/02-5/08 MARICOPA COMMUNITY COLLEGE DISTRICT**

(simultaneously w/ASU)

Adjunct Faculty and Member, “Diversity and Infusion” program

Taught Public Speaking, Introduction to Human Communication

Interpersonal Communication, Voice and Diction, Communication for

Business and the Professions

 **Volunteer Affiliations**

ASURA President, Executive Board of Directors, Arizona State University

Emeritus College, Arizona State University

Global Listening Centre, Member/Former Director, Education Leadership Innovation (DEI)

Scottsdale Historic Preservation Commission Commissioner

Serve on Advisory Board, Diversity in Organizations, Communities & Nations Knowledge

Community

Served on the state’s Articulation Task Force

Served on the state’s Transfer Matters initiative/steering committee

**Applied Skills in Leadership/Education/DEI**

➢ Proven strong and effective professional development training/mentoring/coaching

➢ Dynamic and successful history of leadership and team-building

➢ SME in practice and theory of diversity, equity, and inclusion (DEI)

* High aptitude for strategic planning and execution in leadership positions

➢ Practitioner of a high level of ethical consideration/skills-based professionalism

➢ Award-winning educator of traditional/adult return learners/extended education

➢ Serve as an SME in engaging Communication and a masterful speaker/presenter

➢ Developer of curriculum and instructional design/development/implementation

➢ Skilled at learning management systems (LMS): Blackboard, Canvas, eCollege

➢ Strong knowledge of pedagogy and andragogy (including ADDIE)

➢ Skilled mediator in conflict resolution building mutual trust and respect

➢ Collaborator with diverse teams and committees to improve organizational experiences

* High level of inclusive EQ (Emotional Intelligence) leading to student engagement
* Culturally aware and consider DEI strategies and practices in every context
* Apply strong critical thinking skills and analyses as well as profit-and-loss responsibility

**Select examples of Recent Service**

**2021- Service to the University:** Serve as President, Arizona State University

Retirees Association

 **Service to the Academic Community:** Reviewed journal article submission for

Common Ground

**Service to the Nonprofit Sector;** Presented keynote address (DEI) for the

National Association of Government Communicators annual

Communications School event

 **Service to the Community:** Serve as Commissioner on theScottsdale Historic

Preservation Commission

**Service to the University (and community):** Emeritus College volunteer

**2020-**  **Service to the National Community**: Served as a judge for Blue Pencil & Gold

Screen Awards of the National Association of Government

Communicators

**Service to the University (and community):** Emeritus College volunteer

**Service to the University and Community:** Served as Vice President, Arizona

State University Retirees Association

**2019** **Global Listening Centre**, Director, Education Leadership Innovation; Chair,

Environmental Listening

**2015-2019 Service to the International Academic Community**: Volunteer Director,

Education Leadership and Innovation, Global Listening Centre

**Service to the University:** Curriculum and Programs Committee (CAPC)

**Service to the Academic Community**: Served on Advisory Board, Diversity in

Organizations, Communities & Nations Knowledge Community

**Academic Achievements**

**May 2017 Doctor of Education: Educational Leadership and Innovation (DEI)**

Mary Lou Fulton Teachers College, Arizona State University

Completed a doctoral-level Diversity, Equity, and Inclusion internship

C.I.T.I. certified

Curriculum and Instructional Design theory and practical application

Dissertation: “Intersectionality [of Gender and Cultural Identities]: An

Arts-Based Approach to Learner Awareness” [age, differently-abled, gender fluidity, ethnicity] (Communication/DEI oriented)

Dissertation Advisors: Linda Caterino, PhD, Chair; David Lee Carlson,

Ed.D.; Carol A. Sumner, Ed.D.

**May 2002 Master of Arts, [Cross-cultural/Interpersonal] Communication (DEI)**

Hugh Downs School of Human Communication, Arizona State University

C.I.T.I. certified

Elected and served as President, Communication Masters Students

Association

Curriculum and Instructional Design theory and practical application

Thesis: “Double Duty: The Discourse of a War in Vietnam and a Battle

with Cancer”

Thesis Advisors: Kristin Valentine, PhD, Chair; Linda Park-Fuller, PhD;

Sandra Quinn, PhD

**August 2003 Post-Master’s Certification in Gerontology [Aging Populations/DEI]**

Arizona State University

**August 2000 Bachelor of Arts, [Cross-cultural/Interpersonal/DEI] Communication**

Hugh Downs School of Human Communication

Arizona State University

**Sample Writing**

Literature Review of Two Theories

Literature Review of Two Theories

# There are two theories explored in this paper. My review of extant literature is on “acting White theory, followed by works on acculturation theory.

# **Ogbu’s “Acting White” Theory**

Ogbu’s acting white theory suggests that some African-American young people create a type of oppositional culture, meaning the culture in opposition of the dominant, White overarching culture of their region. With regard to education, some of these members view success in education as “acting White” which is viewed as turning their backs on their own culture. This appears to be an attempt by some members of the community to emphasize the form of “racial authenticity.” This theory attempts to explain an intentional lack of academic success (Foley, 2004).

The vocabulary of the subject of their cultural communication includes terms of oppositional culture and racial authenticity in addition to the very title of “acting White” theory. While this vocabulary was originally geared toward the African-American community, it will be important to see if other co-cultures have similar terminology that they incorporate in their own lexicon when describing any differences between how people in those co-cultures act in ways to assimilate or to work toward an oppositional culture.

I find that this theory is useful in that it has been a long-held in many circles that the power differential between Whites and African Americans has been a result of biological inferiority of Blacks in the arena of academia. Ogbu’s explanation of this believe in a biologically-based lack of academic success has been viewed and reviewed, leading to a reduction in followership of the principles Ogbu espoused. It is important to examine what, if any, validity there may be to Ogbu’s view of oppositional culture and to reference what is occurring with the cultural identities that my students perform in the online class environment.

Foley (2004) points out that, from an historical perspective, this theory suggests that “acting White” became an issue when African-Americans were freed during and after the Civil War but were not encouraged to speak like White people or to become educated or seek out good jobs. Ogbu’s theory would suggest that this attitude became prevalent in African-American society and has been carried down from generation to generation. This is a view that racial identity and ethnicity and cultural practices are biologically-based. Thus this theory suggests that African-American youth are biologically predisposed to behave in ways that are counter to White culture leading to low academic achievement, viewing the workplace as a place with a job ceiling, and creating their own co-culture that attempts to be as different from White culture as possible. Foley (2004) further noted that Ogbu pointed to a caste system in the United States that was rooted in the basic social structure of the country.

 From an historical standpoint, accusations of “acting White” has been documented as early as early K-12, but generally begin in early adolescence ((Neal-Barnett, Stadulis, Singer, Murray, & Demmings, 2009). This negative assertion is generally offered by young African-American school-age children toward other African-American children. The slur is generally perceived to be one of the most negative to be shared between and among African-American students (Neal-Barnett et al., 2009).

 “Acting White” refers to valuing education and academic success and is not an acceptable way of performing ones racial/ethnic identity within some African-American communities (Neal-Barnett et al., 2009). As Neal-Barnett et al. note, there is contradictory literature regarding this issue (2009), and so research has suggested that there is a lack of research supporting this view completely. Some research has yielded results that suggest the opposite, but it should be recognized that the research findings cannot be generalized to every context.

 While it is often considered appropriate to randomly select and assign participants to a research study, in the case of Neal-Barnett, et al. (2009), the research participants were not randomly selected but were selected from a group of volunteers made up of both adolescents and parents. The research team found that the volunteers came to the study in a 4:1 ratio of females to males. This suggested to the researchers that female students may be more likely to experience accusations of “acting White” that might male students. The participants were involved in discussions led by a psychologist and psychology graduate students.

 All of the adolescents and parents indicated they were familiar with the terminology of “acting White” (Neal-Barnett et al., 2009). While the African-Americans in the study were able to provide examples of “acting White,” only the Euro-Americans who had African-American friends were able to do the same (Neal-Barnett et al., 2009). Thus, the assumption that “acting White” is a universally-known notion may be incorrect, and may only be recognized within the African-American community.

 A further exploration of “Acting White” was undertaken with respect to African-American students at a predominantly Euro-American college (Thompson, Lightfoot, Castillo, & Hurst, 2010). The focus of this research was acculturation stress. This type of stress is akin to the common terminology, “culture shock” and refers to the degree of stress experienced by an individual as s/he moves toward another culture from their culture of origin (Thompson et al., 2010). One of the terms that is introduced in this research study is *intragroup* and the team point out that “intragroup marginalization theory provides an explanation for why accusations of acting White occur” (Thompson et al., 2010, p. 147). Interesting, this theory is associated with and may help to better clarify the concept of “acting White” in that “intragroup marginalization is defined as the perceived distancing by members of the heritage culture when an individual displays cultural characteristics of the dominant group (Thompson et al., 2010, p. 147).

 While acculturation stress has been studied in Latino students, Thompson et al. (2010) found no such research on African-American students. This research team utilized the website as their “laboratory” for recruiting participants for the study. Demographic information was collected and the study set out to also examine stress, family intragroup marginalization, acculturation, and that acculturative stress. Thompson et al. (2010) utilized an ANOVA analysis to arrive at the results and correlations between and among variables and a regression analysis.

 The findings suggested that family pressure to not acculturation, pressure to maintain the language of the ethnic group, the perception of acting White, and the level of acculturation were significantly related to participants’ higher acculturative stress we’ve got a note no text messages (Thompson et al., 2010). Thus, it is not only the stress of attending college that African-American students must deal with, but the acculturative stress when they leave their culture of origin to enter a different culture.

This framework may still be employed by some of my students in the gender Communication course due to their cultural upbringing. I will be able to utilize the information and knowledge we gain from the critics of “acting White” theory to further explore the intersection of gender and other cultural identities, including those of African-Americans and their classmates in the online gender course.

**Acculturation Theory**

When humans from different cultures interact, there becomes some type of change that occurs between those cultures. Acculturation theory posits that these changes are psychological as well as cultural. “Early studies of acculturation focused on the acculturation of immigrant groups, and on how immigrants orient themselves towards their heritage culture and the host culture” (Van Acker & Vanbeselaere, 2011, p. 335). While this is certainly not the earliest historical instance of humans noticing cultural differences, this reminder assists us in situating acculturation from an historical perspective.

It should be noted here that, while the framework defines the acculturation strategies is presumed to be universally applicable, it does not imply that all immigrant groups in varied contexts encounter the same acculturation tasks (Van Acker & Vanbeselaere, 2011). All interactions are contextual. There may exist a number of power differentials that present themselves in these varied contexts. There will generally exist a majority, or more powerful, group and an “out-group,” or group possessing less power than the majority. “Majority members’ feelings towards a particular minority group are expected then to influence the position they take on the dimensions underlying their acculturation expectations” (Van Acker & Vanbeselaere, 2011, p. 336).

Van Acker and Vanbeselaere (2011) utilized survey research in their study to learn more about the acculturation of a minority group in a Western culture. The results of their study illustrated that there existed a significantly positive correlation between expectations of contact engagement and expectations of culture adoption (Van Acker & Vanbeselaere, 2011). Their finding was that the majority members’ expectations with regard to a minority group’s acculturation behavior mirror the nature of their affective reactions towards that same minority group(Van Acker & Vanbeselaere, 2011). Thus, in positive or negative attitude toward an out-group may be found to be indicative of preconceived notions about that group. At the same time, intergroup contact (contact with those within the same group) is a successful means to ameliorate the attitudes of out-group members (Van Acker & Vanbeselaere, 2011).

Over the more recent history, many immigrants have fled dangerous and impoverished lives to seek safety and prosperity in other cultures. “…mass migration poses social psychological challenges for immigrants and members of receiving societies alike” (Matera, Stefanile, & Brown, 2011, p. 776). Thus, Matera, et al. (2011) posit that it is important to investigate the acculturation attitudes that immigrants endorse as well as assumed generational status of those immigrants. The result is a study to experimentally investigate the role that the

immigrants' acculturation preferences play in affecting the host majority's intergroup attitudes.

 The study employed a “2×2×2 between-participants design in which acculturation preferences and generational status of an immigrant group member were manipulated” (Matera et al., 2011, p. 779). The team developed their own questionnaire to be administered to a group of over 200 citizens of Italy. An ANOVA was employed to explore the results. These results illustrated that the desire of immigrants to engage in intergroup contact had a powerful effect on host majority's attitudes towards them (Matera et al., 2011). This is say that host members' attitudes appeared to be directly related to what they perceived to be the immigrant's acculturation strategy. Certainly, when seen as a threat to the host culture, the immigrant’s strategy is not seen in a positive light. This aspect of the research needs to be explored further by other experiments. All told, this study tended to support acculturation theory but did not find surprising results as it was somewhat limited in scope.

Acculturation continues to be a key concept in the plural societies of today (Matera, Stefanile, & Brown, 2012). As borders become blurred, more migration is occurring. Social psychological research on acculturation has pointed to the fact that immigrants may well have a preference to maintain their culture of origin or may decide to have a great deal or very little contact with the host culture (Matera et al., 2012). Immigrants may choose to integrate with the host culture, to assimilate into the host culture, separation from the host culture, or may decide to abandon both their cultural origin and the host culture through marginalization (Matera et al., 2012).

As so many studies do, this study recruited college student as the participants to complete a questionnaire as a 2 x 2 x 2 design was employed. The results of the study were determined by conducting an ANOVA. The analysis showed that underlying immigrants’ perceived acculturation strategies led to variations in intergroup attitudes. The study offered some interesting findings, it is not shed a great deal of new light on acculturation theory for the acculturation with regard to specific in-groups and out-groups. In some aspects, it was a bit of a replication of the 2011 study by Matera et al.

There are tie-ins illustrated above between “acting White” theory and Acculturation Theory. These connections may well be used in research on the intersection of gender and other cultural identities as a lens through which to you who comprise in-groups and out-groups. Determining who constitute these groups will be toward determining how to go about addressing that intersection.

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