

Syllabus for
ESL 413/TESL 513—Cross-Cultural Communication
3.0 Credit Hours
Fall 2004

The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An overview of the field of cross-cultural communication, including theories and models, major concepts, terminology, and current research. Emphasis is placed on effective interpersonal communication and teaching in the multicultural classroom.

In addition to the theoretical base, emphasis is placed on developing within the student the skills needed to effectively communicate cross-culturally.

II. COURSE GOALS

The goal of this course is to help students understand the aspects of culture that affect communication. This course will help the TESL teacher to analyze personal cultural values and to understand how they affect interaction with others.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Use the major terms and concepts related to intercultural communication.
- B. Identify aspects of culture that affect intercultural communication.
- C. Explain the development of stereotyping and prejudice and their effect upon communication.
- D. Discuss the ways in which language organizes and influences perception and transmits thoughts concerning values, beliefs, and worldview.
- E. Describe cultural differences in nonverbal communication.
- F. Analyze his or her own cultural values and their effect upon communication.
- G. Demonstrate improved skill in inter/intracultural communication.
- H. Identify the sources and solutions to culture shock.
- I. Describe the School of Education "Conceptual Model" and discuss the integration of a Biblical foundation and Christian worldview as related to a whole person education.

IV. TEXTBOOKS

Required Textbooks

A. Samovar, L.A. (2000). *Communication between cultures with infotrac* (4th ed.). Stamford, CT: Wadsworth Pub. Co.

B. Optional Recommended Materials

Other readings will be assigned periodically.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a last exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events to the end of the semester.

B. School and/or Department Policies and Procedures

1. Class attendance is an absolute **must** for the student to gain full benefit from his or her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late is marked absent. Extended illness is handled on an individual basis and will require verification from a doctor.
2. Students who miss class for university sponsored activities must present an administrative excuse form with appropriate signatures prior to the event, and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student is not permitted to do make-up work nor complete an exam missed.
3. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an "F" for the course. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written to spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 5th edition.
4. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void, and may carry a federal penalty.
5. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

C. Course Policies and Procedures

1. Evaluation Procedures

The final grade will be based on midterm and final exams, intercultural interviews, several brief papers, and preparedness for and participation in

class discussions and activities.

Midterm exam	100
Final exam	100
Group presentation	100
Homework/class participation	100
Interview	50
Outside reading	100 (Grad students only)

2. Other Policies and/or Procedures

a. There will be various homework assignments throughout the semester.

b. **Graduate Students Only**

(1) Graduate students will conduct interviews with three individuals from different cultures. The findings are to be written in 9-12 pages.

(2) Portfolio Requirements
Artifacts identified by the professor, along with appropriate evaluation, must become a part of the graduate student's portfolio required for graduation.

VI. COURSE CALENDAR

Class Schedule and Reading Assignments

Session	Topic
1	Chapter 1
2	Chapter 2
3	Chapter 3
4	Chapter 4
5	Chapter 5
6	Chapter 6
7	Chapter 7
8	Chapter 8
9	Chapter 9
10	Chapter 10
11	Chapter 11
12	Chapter 12
13	Chapter 13
14	Chapter 14
15	Chapter 15
16	Final Examination

VII. ASSESSMENT SUMMARY

Kim Bakaev

Name of Instructor

TESL 513

Course No.

Cross-Cultural Communication

Title of Course

Graduate School of Education

Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

To demonstrate competency in analyzing and addressing the diverse needs of the whole student—spiritually, physically, intellectually, socially, and emotionally.

To demonstrate competency in communicating effectively within the classroom as well as with parents and the community.

To demonstrate a Christian philosophy of education and promote Godly principles in schools and within culturally diverse communities.

COURSE GOALS

Identify aspects of culture that effect communication, both verbal and nonverbal.

Analyze the student's personal culture values and how these affect interaction with others.

Anticipate potential problem areas in a multicultural classroom and use cultural differences to an instructional advantage.

ASSESSMENT OF COURSE GOALS

STIMULI:

Videos

Group presentation

Write a series of brief papers on attitudes and experiences.

Interview students from other cultures, comparing and contrasting values and meanings.

Classroom Tests (essay and objective)

CRITERIA:

Clear, correctly written and spoken communication.

Demonstrate sensitivity and ability to analyze cultural differences.