

Syllabus for
ESL 413/TESL 513—Cross-Cultural Communication
3 Credit Hours
Fall 2009

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. Also emphasizes effective interpersonal communication and teaching in the multicultural classroom.

Prerequisites: None.

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 purpose of this course is to enable the student to do the following:

- A. Understand the aspects of culture that affect communication.
- B. Determine or discover 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 AND OTHER LEARNING RESOURCES

- A. Required Material
 1. Textbooks
Samovar, L. A. (2007). *Communication between cultures with infotrac* (6th ed.). Stamford, CT: Wadsworth.
 2. Other
None
- B. Optional Materials
 1. Textbooks
Other readings will be assigned periodically.
 2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
 1. Independent Study, Dissertations, or Internships
 - a. 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. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as

one's own.” In standard academic practice, **this means if a student copies more than three consecutive words** written or 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.

- b. **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.
- c. 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.)

2. In-Class Studies (or All Other Studies)

- a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
- b. 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 will not be permitted to do make-up work nor complete an exam missed.
- c. 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. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as “to steal and pass off (the words of another) as one's own.” In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you 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.
- d. **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.

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.

Assigned Readings	100
Paper Participation	100
Group Presentation	100
Cultural Events (Grad Students Only)	100
Midterm Exam	100
Final Exam	100
Interviews (Grad students Only)	50

2. Whole Person Assessment Requirements
Artifacts identified by the professor, along with appropriate evaluation, must become a part of the graduate student's ePortfolio required for graduation.
3. Other Policies and/or Procedures
 - a. There will be various homework assignments throughout the semester.
 - b. **Graduate Students Only:**
Graduate students will conduct interviews with three individuals from different cultures. The findings are to be written in 9-12 pages.
 - c. 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.)
 - d. Absolutely no late assignments except with prior instructor approval.

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

Course Inventory for ORU's Student Learning Outcomes
ESL 413/TESL 513—Cross-Cultural Communication
Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			
2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity			X	

This course specifically addresses the ORU School of Education Institutional Standards:

1, 3, 4, 8, 9, 10, 11, and 16.