

**COMMON COURSE SYLLABUS**  
**Murray State University**

## **TSL 630: Developing Intercultural Competence**

**Credit Hours:** 3.0

**I. Course Title:** Developing Intercultural Competence

**II. Catalog Description:** An overview of diverse worldviews, ethnic heritages and historical contributions of people from broadly defined regions of the world and the application of those ideas to working in an intercultural/international classroom setting.

**III. Purpose:** TSL 630 is designed to provide students with an understanding of intercultural communication, power and ethics in culture, and the stages of cultural adaptation, and integration. It will provide students with an opportunity to develop instructional activities that will raise cultural awareness, assist in cultural accommodations, and facilitate cultural adaptation in the second language classroom.

**IV. Course Objectives:** (*Coded for Kentucky Experienced Teacher Performance Standards, NTPS; TESOL Standards, TESOL; KERA Initiatives KERA*) By the end of this course, students will have the requisite knowledge and skills to

- A. Analyze their own cultural values and beliefs and the effects that these values have on their perceptions of others and effectiveness in the classroom. (*NTPS 4; TESOL 2*)
- B. Discuss cultural considerations such as culture shock, assimilation, and adaptation as they relate to the American culture as well as other world cultures. (*NTPS 1,2,8; TESOL 3*)
- C. Discuss cultural perceptions and nonverbal considerations that influence intercultural communication. (*NTPS 1,2,8; TESOL 2*)
- D. Analyze and critique the theoretical relationship between culture and language(*NTPS 2; TESOL 2*)
- E. Evaluate course materials for cultural content. (*TESOL 3*)
- F. Develop materials for cultural training sessions. (*NTPS 3,5; TESOL 3*)

*The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.*

**V. Content Outline:** This course will begin by defining intercultural communication and exploring the interdisciplinary fields involved in this subject. Next, methods of cultural training and materials development will be examined. Finally, cultural considerations that affect multicultural classrooms will be examined.

**VI. Instructional Activities:** The class will be conducted through a combination of lectures, discussions, and group work. The reading will be moderate to substantial. Students will complete both mid-term and final projects, various short written assignments, and a content analysis of a second language lesson.

**VII. Field, Clinical, and/or Laboratory Experiences:** Students will be expected to conduct at least one interview with someone who has had significant cross-cultural experience. Individual projects may include classroom observations, interviews, or general observations of cultural interactions for which approval from the Institutional Review Board may be required.

**VIII. Resources:** While there are sufficient resources in the library to undertake some curriculum and syllabus development, students are encouraged to make use of interlibrary loans in order to utilize a larger selection of materials. Please note that this process may be time consuming, so plan accordingly. Detailed description of assignments and projects are available on Blackboard.

**IX. Grading Procedures:** Course grades will be calculated in the following manner:

Attendance & Class Participation .....	5 %
Interview of a cultural traveler.....	10 %
Personal cultural autobiography .....	10 %
Midterm project .....	20 %
Content analysis of a language lesson .....	15 %
Cultural Journal and Reflective Statement .....	15 %
Final Project .....	20 %
Project Presentation .....	5 %
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<b>Total Percentage</b>	<b>100 %</b>

Letter grades will be assigned according to the following scale:

- A = 90 – 100 pts.
- B = 89 – 80 pts.
- C = 79 – 70 pts.
- D = 69 – 60 pts.
- E = 59 – 0 pts.

*You cannot pass this course if you miss any one of the components of the above assignments.*

**X. Attendance Policy:** Students cannot learn without **consistent effort** throughout the semester. Students are expected to attend every class with fully participation in class discussion. **Your final grade will be lowered if you have excessive absences. More than one absence is considered excessive.** Fully participation means completion of required readings prior to class and preparation to ask questions and discuss class related cultural issues and practices with peers and the instructor.

**XI. Academic Honesty Policy:** This policy is provided in the Murray State Student Handbook on page 30 at the following address:

<http://www.murraystate.edu/provost/catalogs/010507.html#Policies>

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. **The biggest problem students often have is not attributing materials and ideas to the sources they are from.** This is especially easy to do, even unintentionally, when the internet is used heavily in a course. If you do use outside sources at anytime, be sure to provide full references. Copying even one sentence from a site or source without saying where it is from is considered academically dishonest and IS plagiarism. If you have any questions about this at any time while working on an assignment, please check with me before the due date for the assignment.

Another problem some students have with academic honesty is getting unauthorized help. There are times--especially on quizzes, exams, and some projects--that you are supposed to work entirely on your own without consulting anyone. Make sure you do so at those times. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

However, most times, I encourage you to discuss things with the people in your group and with me in class whenever possible. In a successful classroom, students ask each other questions, discuss things about the class, and bounce ideas off of each other all the time.

## **XII. Text & References:**

- Althen, G. (Ed.). (1994). *Learning across cultures*. Washington, DC: NAFSA: Association of International Educators. ISBN: 0-912207-67-1
- Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle & Heinle. ISBN: 0-8384-6676-1
- Seeley, N. (1993). *Teaching culture: Strategies for intercultural communication* (3<sup>rd</sup> ed.). Lincolnwood, IL: National Textbook. ISBN: 0-8442-9329-6

### **Other Readings:** (Provided through the Course Blackboard)

- Damen, L. (1987). Textbook selection and evaluation. In *Culture learning: The fifth dimension in the language classroom* (pp. 253-277). Reading, MA: Addison-Wesley.
- Damen, L. (1987). Ways and Means. In *Culture learning: The fifth dimension in the language classroom* (pp. 279-297). Reading, MA: Addison-Wesley.
- Kachru, Y. (2006). Culture, context, and Writing. In E. Hinkel (Eds.), *Culture in second language teaching and learning*. New York: Cambridge University Press.
- Hinkel, E. (2006). Objectivity and credibility in L1 and L2 academic writing. In E. Hinkel (Eds.), *Culture in second language teaching and learning*. New York: Cambridge University Press.
- Shaules, J. (2007). Understanding the deep structure of culture. In *deep culture: The hidden challenges of global living* (pp. 37-64). Tonawanda, NY: Multilingual Matters.

## **XIII. Prerequisite:** TSL 530

## **XIV. Course Policies/Expectations:**

- A. Graduate level performance is expected from all students. At the graduate level, it is assumed that students are, to a great extent, responsible for their own learning. Therefore, assignments are to be completed **PRIOR** to the class for which they are assigned in a thorough and timely manner. Class attendance and quality **active in-class participation** is expected from each one of you no matter which culture you are from.
- B. Students are expected to complete all assignments on time. All assignments should be typewritten, unless otherwise stated, following standard academic conventions and the **APA** style manual.
- C. Late work will be accepted only with prior instructor consent and **WILL BE PENALIZED 10** points for each 24 hours that the assignment is late. Receiving permission to submit an assignment late will not remove the penalty.
- D. Students are expected **EACH WEEK** to
  1. Finish the assigned readings prior to class,
  2. Participate fully in class discussions,
  3. Complete the required assignments.

**XV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.