

EDCI 633: TEACHING FOR CROSS-CULTURAL COMMUNICATION
UNIVERSITY OF MARYLAND USG, SPRING 2006
SYLLABUS

Course Instructor: Howard (Howie) Stein
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Office hours: By appointment

Course Description: The overall objective of this course is to understand the background of English language learners (ELL) in order to facilitate their success in ESOL and mainstream classrooms. The course participants will study culture in general and learn about their own cultural influences to better understand the ELL students' cultures. Emphasis will be placed on the effect of culture on communication and learning styles. Participants will also learn to develop lessons that enhance cross-cultural communication and understanding among all students. This class will cover the standards for the domain of culture identified by the Teachers of English to Speakers of Other Languages (TESOL) in *TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education (2002)*.

University and Course Policies: This course complies with all relevant University policies including:

- 1) Code of Student Conduct (www.studentconduct.umd.edu),
- 2) Code of Academic Integrity (Honor Code) (www.studenthonorcouncil.umd.edu <<http://www.studenthonorcouncil.umd.edu>>),
- 3) University Campus Policy and Procedures on Sexual Harassment ([inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html](http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html) <<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html>>)
- 4) Disability services: Students who have documented disabilities and who wish to discuss academic accommodations within this course should contact the instructor before or as soon as possible after the beginning of the course.
- 5) Regular attendance is expected of all students. Students arriving late or missing a class should notify the instructor ahead of time, when possible.

Course Objectives: At the conclusion of the course, the students will be able to:

1. Describe the influence of specific cultures on themselves
2. Describe the effect culture has on students in the classroom
3. Describe how culture effects communication and learning styles
4. Describe the challenges of teaching cross-cultural communication in a multicultural classroom
5. Demonstrate effective activities/lessons to teach cross-cultural communication
6. Cite current research on cross-cultural communication

Required Textbook: Lustig, Myron W. and Koester, Jolene. (2006). *Intercultural Competence: Interpersonal Communication Across Cultures, 5th Edition*. Boston: Pearson Education, Inc.

Course Requirements and Grading Policy (see rubrics for detail)

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| 1. Reflection papers: Timely completion of: | 10% |
| Personal cultural background and influences | |
| What I have learned to make me a better teacher of ELL students | |
| 2. Individual projects: Timely completion of written projects | |
| Student Culture | 35% |
| Cultural Lesson Plan | 10% |
| Annotated Bibliography | 30% |
| 3. Final exam (take home) | 15% |

EDCI 633: Class Schedule with Course Topics and Class Activities

Class 1, January 26: Overview and Background to Culture

Class 2, February 2: Understanding Culture

Reading for class: Chapters 1 (pp.1-9), 2 (all), 4 (all)

Assignment for Class: Selection of Country for Culture Project

Class 3, February 9: Understanding American Culture

Reading for class: Chapter 3 (pp. 56-64)

Assignment and discussion: Reflection essay: My personal cultural background and influences

Class 4, February 16: Understanding the Cultures of Students in Maryland Classrooms

Reading for class: Chapter 3 (pp 64-81); Chapter 5 (all), Chapter 10 (all)

Assignment and discussion: Student Cultural Project: Cultural background of students from selected country (copies for everyone)

Class 5, February 23: Cultural Adjustment Process

Reading for class: Chapter 6 (all), "Sometimes I Can't Tell My Arm from My Leg"

Discussion in class: Cultural adjustment issues for students from selected country

Class 6, March 2: Immigration and the Process of Acculturation

Review for class: Chapter 6

Discussion in class: Immigration patterns for students from selected country

Class 7, March 9: Verbal Communication Patterns

Reading for class: Reading for class: Chapters 1 (pp. 9-22), 7 (all), 9 (pp.234-248)

Discussion in class: Verbal communication styles of students from selected country

Class 8, March 16: Non-Verbal Communication Patterns

Reading for class: Chapters 8 (all), 9 (248-255)

Discussion in class: Non-verbal communication styles of students from selected country

Class 9, March 23: Learning Styles and International Students

Reading for class: Chapter 11 (pp.302-306)

Discussion in class: Learning styles of students from selected country

Class 10, March 30: Educational Background of International Students

Assignment and discussion: Student Cultural Project: Educational background of students from selected country (copies for everyone)

Class 11, April 6: Developing Lessons for Cross-Cultural Communication Skills in the American Classroom, Part 1: Teacher-Student Interaction

Reading for class: Chapter 11 (pp. 288-297)

Discussion in class: Cultural difficulties of students from selected country with American teaching

Assignments due: Student culture projects: Major Cultural Difficulties in Adjustment; Reference Article

Class 12, April 20: Developing Lessons for Cross-Cultural Communication Skills in the American Classroom, Part 2: Student-Student Interaction

Discussion in class: Expected peer problems of students from selected country in a mainstream American classroom

Assignment due: Annotated bibliography

Class 13, April 27: Developing Lessons to Assist International Students Meet Success in American Schools and Society

Reading for class: Chapter 12 (all)

Discussion in class: Expected problems of students from selected country in American schools and society

Class 14, May 4: Working with ELL Families

Reading: Chapter 11 (pp. 306-308)

Assignment due: Cultural Lesson Plan

Class 15, May 11: Summary of Class

Assignment and discussion in class: Reflection Essay: What I have learned to make me a better ELL teacher

Assignment due: Final Exam

GRADING REQUIREMENTS AND RUBRICS

TOTAL POINTS: 100

REFLECTION PAPERS

Requirements: One page (double spaced) paper on each of the two topics below. Students should be prepared to submit and discuss on due date.

- **Personal cultural background and influences:** What cultural sources in your background have influenced your values and the way you live your life? (due **February 9**)
- **What I Have Learned to Make Me A Better Teacher of ELL Students:** What have you learned in this course that will allow you to better teach ELL students? (due **May 11**)

Rubric: Total point value **10**, with **5** points for each paper, distributed as below:

1 points for self analysis

2 points for identification of at least two cultural sources identities (Personal Culture)
for identification of at least two ideas learned (Better Teacher)

2 points for an explanation of values, stemming from the identities (Personal Culture)
for an explanation of how these ideas will make you a better teacher (Better Teacher)

PROJECTS

Student Culture: The goal of the project is to help you develop expertise on the culture of one country that is represented by students in Montgomery County schools. Each student will select a different country from the list presented. This selection is due on **February 2**.

Requirements:

The project has four different topics. Assignments are due on the date shown. Each assignment should indicate sources and include end notes if statistics are used. Students should be prepared to discuss each topic as it relates to their country's culture on the day indicated.

- **Cultural Background of Students:** include all features of your country that you believe a teacher should know in order to assist student adaptation and cross-cultural communication in the United

States, such as government/political system, geography, climate, urban-rural differences, major occupations/economy, health concerns, gender issues, language(s) spoken, anthropological make-up of the people, religion, important customs, etc. (assignment and discussion due **February 16**, copies for all students + instructor)

- **Educational Background of Students:** include every aspect of education in your country that you believe is important for U.S. teachers to know, such as the structure of education in the country, curriculum, hours of school/length of school day/school year, compulsory education ages, percent of enrollment, literacy rates; philosophy of education, issues affecting the education; teacher training; pre-school and college information; etc. (assignment and discussion due **March 30**, copies for all students + instructor)
- **Major Cultural Difficulties in Adjustment:** choose the two areas of adjustment that you think will be the most difficult for students from your country and explain the reasons for the difficulty. The areas can come from the cultural background of the student, the cultural adjustment process, and/or the differences in educational background, learning styles, or communication. (assignment and discussion due **April 6**)
- **Reference Article:** find one article from a recent newspaper, magazine or journal that you think is beneficial to understanding students from your country. It can relate to cultural background or an effective teaching technique. Summarize the article and explain its importance to teachers. Use correct form to cite article. (assignment and discussion due **April 6**)

Rubric

The first three sections of the assignment are worth 10 points; the last is worth five points. The first two topics will be judged by completeness and thoroughness of the information. The third topic will be graded on the clarity of the areas chosen and of the explanation of the reasons that cause difficulties for the student. The fourth topic will be evaluated on the clarity of the summary and explanation of its importance to teachers. All topics will be given **one** point for clear, accurate identification of sources (able to be checked and verified).

Cultural Lesson Plan: The goal of this project is to apply knowledge of intercultural communication in the development of a lesson that can be taught in an ESOL classroom. Project due **May 4**.

Requirements: One lesson plan that takes into account at least one aspect of intercultural communication that occurs in a classroom: teacher-student interaction, student-student interaction, or preparation for mainstream classes and/or American society

Rubric: Total point value **10**, distributed as below:

- 1 point for motivation (warm-up): shows cultural relevancy and relates to lesson
- 2 points for objectives: minimum of one content and one culture objective required
- 3 points for description of lesson: can be general list of activities, specific resources not needed
- 1 point for assessment and closure
- 3 points for explanation of how the design of the lesson involves one of the following: (1) uses cultural background and/or learning style of the students, (2) fosters intercultural communication among the students or (3) prepares students for mainstream classes and/or American society

Annotated Bibliography: The goal of this project is to discover research available in the field of intercultural communication. All topics in the project are due **April 20**.

Requirements: Students must prepare an annotated bibliography with one citation for each of the topics below. The sources may include a recent professional book, article or website (not a webpage without links to research). Each summary and evaluation together should total between 100-150 words.

- Background of culture (values, beliefs, world view, etc) or role of culture
- American culture
- Cultural adjustment

- Communication and/or learning styles (related to culture)
- Suggested lessons to teach cross-cultural understanding and/or intercultural communication

Rubric: Total point value **30**, with **6** points per citation, distributed as below:

1 point for clear, accurate identification of source—able to be checked and found

3 points for clear, concise summary of the article—relevance to topic should be evident

2 points for personal evaluation of article—benefit or worth (or not) to you

Loss of point if summary and evaluation significantly exceeds 150 words

Format for source identification: Use standard APA format

(see <http://healthlinks.washington.edu/hsl/styleguides/apa.html> [University of Washington])

All assignments must include the University Honor Code Statement

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Assignments turned in late may have points deducted from the grade.