

Miyazaki International College  
Course Syllabus  
(2021 Fall)

Course Title ( Credits )	IDS3061 Theories and Practices in Cross-Cultural Communication (4 credits)
Course Designation for TC	N/A
Language Teacher	
Instructor	Cathrine-Mette Mork
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Office/Ext	1-303 ext. 3722
Office hours	Monday afternoons 4 <sup>th</sup> and 5 <sup>th</sup> periods; Tuesdays 3 <sup>rd</sup> period

**Course Description:**

This course will cover content areas in intercultural communication not offered through other courses in the curriculum. It provides a framework for understanding differences in human behavior across cultures. By discovering, discussing, and analyzing culturally embedded values, attitudes and beliefs, students will be able to increase their ability to understand others, to solve problems involving intercultural differences, and to make culturally sensitive decisions.

**Course Objectives:**

- By the end of this course, students will be able to:
- 1) Summarize and analyze large portions of text in written and oral English
    - Identify salient points
    - Rephrase ideas in their own words
    - Write cohesive, well-structured paragraphs
    - Provide supported insight to what the text author has written
  - 2) Work autonomously to learn vocabulary necessary to understand written materials presented in the course.
  - 3) Evaluate their own work with the assistance of a rubric
  - 4) Provide feedback in the form of constructive criticism to peers
  - 5) Think critically about information presented and express supported agreement and/or disagreement
  - 6) Explain (orally and in writing) the text author's main ideas concerning the theme of the text.

**Teaching Methodologies:**

Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:

Active Learning Teaching Strategy	Course Schedule
Interactive Lectures with note taking	Most classes
Spoken summaries/ paraphrases	Most classes
Self-assessment and peer review	Last few classes
Pair & group work	Most classes
Presentations	Last class

**Course Schedule:**

Day	Topic	Content/Activities

1	Course Introduction	Syllabus, work expectations, text, course website, course flow overview HW: read prologue in book and do online comprehension test and vocabulary work
2	1: Culture & Identity	Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
3	1: Culture & Identity	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
4	2: Hidden Culture	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
5	2: Hidden Culture	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
6	3: Stereotypes	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
7	3: Stereotypes	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: complete, upload, and print "worksheet writing assignment"</i>
8	3: Stereotypes	Review answers to worksheet writing assignment "The Danger of a Single Story" video & summary writing <i>HW: study for quiz; complete, upload, and print "video writing assignment"</i>
9	4: Verbal Communication	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
10	4: Verbal Communication	Worksheet work: app reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
11	5: Non-verbal Communication	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
12	5: Non-verbal Communication	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
13	6: Diversity	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work)

		Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
14	6: Diversity	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
15	7: Perception	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
16	7: Perception	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
17	8: Communicatio n Styles 1	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
18	8: Communicatio n Styles 1	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
19	9: Communicatio n Styles 2	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
20	9: Communicatio n Styles 2	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
21	10: Values	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
22	10: Values	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
23	11: Deep Culture	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
24	11: Deep Culture	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>

25	12: Culture Shock	Review assignments and take chapter quiz Listening, note-taking, oral paraphrasing (pair work) Reading (pair work) <i>HW: complete "focus on content" and "culture quiz" in text; complete, upload, and print "textbook writing assignment"</i>
26	12: Culture Shock	Worksheet work: reflection and problem-solving activities - individual, pair work, and group work <i>HW: study for quiz; complete, upload, and print "worksheet writing assignment"</i>
27	Review	Complete course review assignments and take chapter quiz
28	Presentation work	Group work and final preparations
29	Presentations	Presentation showcase and evaluation
30	review	In-class essay preparation time
31	exam	during exam week

#### Required Materials:

- *Different Realities ~ Adventures in Intercultural Communication* by Juri Abe, Reiko Nebashi, Yumi Sasaki, and Joseph Shaules will be used for this course. Other handouts and worksheets will be provided by the instructor
- Suggested reading will be assigned (optional) where relevant – handouts or MIC library
- Paper, writing implements, as well as any device that can access the Internet.
- A good English-English dictionary
- A good Japanese-English, English Japanese dictionary

#### Course Policies (Attendance, etc.):

##### **Attendance**

There are no points for attendance because 100% attendance in classes is expected. However, students must attend over 67% of classes to receive a passing grade; they cannot miss more than a maximum of 10 classes. Students can lose attendance merit for arriving late: Full attendance per class is three points, arriving a little late is two points, and arriving more than 30 minutes late is one point. Note that it is very unlikely that students who miss 1/3 of classes will pass the course.

##### **Academic Honesty**

Translation software or Internet translation sites in this or any course at MIC is forbidden. Plagiarism (stealing other's work) is not tolerated. A failed assignment score may result; at a very minimum you will have to redo the work.

The following are common examples of plagiarism:

- Getting another student to write your assignment or essay. (Getting another student to check work and give advice is OK, but copying work from another student is not permitted.)
- Copying language from a book, newspaper, journal or website without using quotation marks and citing (Citing means giving credit to sources; telling the reader where information was found.) It is always better to paraphrase whenever possible (while still remembering to cite).

##### **Assignment Submission**

- All written assignments should be submitted to eduflow.com. At least half of uploaded assignments will be peer edited.
- "I was absent" is not an excuse for not completing assignments. If a class is missed, students should be sure to talk with classmates first to find out what was missed. Students should contact the teacher only after trying to consult with classmates.
- Note that required homework is written the course syllabus. Homework is almost always

due online before the start of the next class. **DEADLINES ARE VERY STRICT: Students will get 0% for being late. Caution: it is very easy to fail the course with just a few missed deadlines!**

- If students do not understand anything at any time, it is their responsibility to ask questions. If students do not ask questions, the teacher will assume they understand everything.

### **Vocabulary Acquisition**

Note that vocabulary and grammar is not explicitly taught in this course. Students are responsible for identifying important language and developing their own materials for review. Students should use methods that they know work for them (everyone is different!) There are blank vocabulary worksheets for download on the course site, and a portfolio of vocabulary self-study must be submitted at the end of the course.

### **Class Preparation and Review:**

Students are expected to spend at least two hours reviewing and doing homework and preparing for every hour of lesson time. **This means students should aim to spend six hours each week outside of class time on this course.**

### **Grades and Grading Standards:**

#### **20% - Textbook writing assignments**

These are writing assignments derived from the activities section of each chapter of the textbook. Work is submitted online for simple grading by the instructor, and students are expected to print out (or be able to access on their device) their assignment for use in class on the due date to use for discussion. Formative peer assessment is done in class.

#### **20% - Worksheet writing assignments**

These are writing assignments following up from a worksheet given in class or online. Work is submitted online for simple grading by the instructor, and students are expected to print out their assignment for use in class for formative peer review and/or for use for discussion.

**20% - Quizzes:** At the end of each chapter there is a short online quiz testing students' understanding and application of the course content.

**10% - Participation:** This is a subjective evaluation of student preparedness, degree of active interaction in class activities, efforts to keep all communication in English, peer editing, demonstration of willingness to learn. Generally, all students will start with a B grade here and move up to an A if active and move down to a C if continually passive.

Also included in the participation section is students' vocabulary self-study portfolio notebook or worksheets: Students are expected to learn vocabulary from the readings. A downloadable vocabulary worksheet will be provided for students to work with if they wish. Students can print out as many as they need and store in a binder, or they can record everything by hand in a notebook. Students must choose by themselves what vocabulary they need to learn, research individual words or phrase's meaning and usage, and give examples sentences. The portfolio binder or notebook is submitted for evaluation at the end of the course.

**10% - Presentation:** Students will either present an online pecha-kucha (using PK create) explaining a cultural dimension or create a live poster presentation. Final (online or live) presentations will be peer evaluated in class.

**20% - Final:** This is a written exam during exam week. Half of the exam is online, and the rest consists of essay-style questions. **NOTE: Even though the exam is only worth 20%, students must pass the exam to pass the course!**

**Methods of Feedback:**

Some of the feedback for this course is provided in the form of formative self and peer assessment making use of online rubrics. When possible, students will receive written instructor feedback online as well. Students will receive graded feedback on exams and quizzes.







**Diploma Policy Objectives:**

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

**Notes:**

Several digital tools will be required or recommended for student use during the course.

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems Information Gathering	<p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>	<p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>	<p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>	<p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	Insufficient effort or evidence of achievement
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>	<p>Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.</p>	<p>Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.</p>	
	Social Skills					
	Professional Skills					

Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.
	Awareness of Current Events & Global Issues				
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions.
	Writing				
	Oral Communication				
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable
	Writing				
	Oral Communication				



					to form questions	
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