

Course Title	TC31 Multicultural Awareness	Instructor(s)	Dr. D. Occhi
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Class Style	Lecture	Office Hours	TBA
Track	English Education (TC)	Mode of Instruction	Solo
Credits	2	Allocated Year	Fall 1st year
Active Learning	Think-pair-share, pair & group work, journal writing, written and oral paraphrasing and summarizing, facilitated or mediated discussions, active listening, jigsaw reading, task-based work	Compulsory or Elective	Elective for the TC track
Course Overview	This introductory CLIL course in Intercultural Awareness embraces a communicative approach. Students will use short readings, video and audio clips, and a complete a wide variety of task-based activities individually, in pairs, or in small groups.		
Course Objectives	<p>By the end of the course, students should be able to (among other things):</p> <ul style="list-style-type: none"> <li>- use vocabulary related to the field of Intercultural Awareness to talk about some of its key concepts.</li> <li>- put short readings in their own words in speech and in writing, using simple English.</li> <li>- demonstrate a basic understanding of intercultural diversity in peoples and places.</li> <li>- demonstrate progress towards cultivation of global citizenship, tourism, and immigration.</li> <li>- explain connections between personal consumption and local vs. global production.</li> <li>- analyze current global and local issues of gender, work, AI and ITC, education and arts, and peace.</li> </ul>		
Prerequisite	None		
Course Schedule	No	Contents	Homework
	1	Introduction: icebreakers, objectives	Study for syllabus quiz, journaling
	2	Unit 1: Develop your intercultural awareness	Review for weekly quiz, weekly journal entry, completion of text-based chapter assignments
	3	Unit 2: Understand intercultural diversity	See #2
	4	Unit 3: Be a good consumer	See #2 + simulation handout
	5	Unit 4: Learn about food, culture and society	See #2 + pair/share
	6	Unit 5: Have better lifestyles in different cultures/ intercultural travel	See #2 + jigsaw reading
	7	Unit 6: Cultivate global citizenship	See #2 + poll with analysis of findings
	8	Unit 7: Study the education system	See #2
	9	Unit 8: Appreciate the Arts	See #2
	9	Unit 9: See the potential of Artificial intelligence (AI)	See #2
	10	Unit 10: Change your attitude toward gender roles	See #2
	11	Unit 11: Live well in a cashless society	See #2 + simulation
	12	Unit 12: Peace and Security	See #2
	13	Unit 11: Immigration Issues	See #2
14	Unit 12: Engage in Globalization	See #2	
15	Summative activity, review	Preparation for final exam	

Grading	<p>10% in-class activities, discussion  20% in-text homework (completion of textbook activities, preparation for discussion); extra handouts  20% weekly reflective journal (including summaries, analyses, expansion of readings and other content)  30% weekly quizzes  20% final exam</p>
Textbooks	Sasajima et. al. (2021). <i>Intercultural Awareness</i> . Sanshusha.
References	
Diploma Policy Objectives	<p>Work completed in this course helps students achieve the following Diploma Policy objective(s):</p> <ol style="list-style-type: none"> <li>1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)</li> <li>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</li> <li>3. The ability to identify and solve problems</li> <li>4. Advanced communicative proficiency in both Japanese and English</li> <li>5. Proficiency in the use of information technology</li> </ol>
NOTES	<p>A B5 notebook and pencil or pen are required for note taking. Readings beyond the textbook are stored on the course Moodle; students will need internet access and a PC. A charged cell phone is necessary; students will use Quizlet in class and for study and may use Flipgrid for presentations. The instructor reserves the right to make changes to this syllabus as needed. Plagiarism and/or use of AI will earn an F grade.</p> <p>An English-English dictionary and Japanese-English, English-Japanese (or English-your home language) dictionary are recommended.</p> <p><b>STUDENT RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>• If you do not attend a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student.</li> <li>• You must pay for your textbook and provide your own study supplies.</li> <li>• You must do your own work. Copying from classmates will earn an F grade.</li> <li>• You are expected to inform the instructor in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and catch up by talking to other students and the instructor as soon as possible.</li> <li>• Excused absence from class (in case of illness or family emergency) requires a written notice from Student Affairs within 7 days. All other absences from class will be considered “unexcused”. Missed quizzes/tests require excused absence for makeup.</li> <li>• If you are not in the classroom when the instructor takes attendance, you will be marked as late. 3 late attendances = 1 absence. 30 min late = 1 absence. 4 or more unexcused absences can earn a grade of F (Fail).</li> <li>• Assignments completion: It is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required to pass this course.</li> </ul> <p><b>LEARNING ENVIRONMENT:</b></p> <ul style="list-style-type: none"> <li>• I will make efforts to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture.</li> <li>• Students and instructors will work together to create a safe learning environment for everyone. Harassment or bullying will not be tolerated.</li> <li>• This course will aim to follow the OECD Learning Compass 2030.</li> </ul> <p><b>REASONABLE ACCOMMODATIONS:</b></p> <ul style="list-style-type: none"> <li>• It is our goal that all students have an effective learning environment. Please let me know all necessary accommodations needed to make the class fully accessible as soon as possible so needs can</li> </ul>

be met.

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