Miyazaki International College

Course Syllabus

(2021 Spring)

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| Course Title ( Credits ) | SSI201 (4 credits) |
| Course Designation for TC | N/A |
| Language Teacher | |
| Instructor | Cathrine-Mette Mork |
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| Office hours | Mondays 13:00-16:00 |

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| Course Description: | | |
| This course explores the ways in which cultural differences are made sense of at the interpersonal and intergroup levels and considers strategies for dealing with the differences. We will start by defining culture, communication, and the role of intercultural communication in the world. Then we’ll move into communication styles, psychology, and speech acts. Finally, we will address stereotyping, cultural accommodation, and cultural adaptation and culture shock. Pending availability, students will participate in an intercultural cultural assessment tool. | | |
| Course Objectives: | | |
| By the end of this course, students will be able to:   1. Write cohesive, well-structured paragraphs that further develop further ideas from the text after having identified salient points. 2. Work autonomously to learn vocabulary necessary to understand written materials presented in the course.   3) Evaluate their own work (with the possible 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) Be able to explain (orally and/or in writing), among other things:   * The meaning of culture, communication, and intercultural communication (IC) * The importance and features of IC * The use of English and language and thought in IC * Some different communication styles * The relationship between psychology and IC * The meaning of speech acts and how they relate to IC * The meaning of stereotypes and how to avoid them * The meaning of cultural accommodation and why it’s complicated * The meaning of intercultural competence and why its significance | | |
| Teaching Methodologies: | | |
| |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | 1. Listening with note-taking | *Half of classes* | | 1. Spoken summaries/ paraphrases | *Half of classes* | | 1. Self-Assessment and Peer Review | *Weekly* | | 1. Pair & Group work | *Most classes* | | 1. Presentations | *Last class* | | 1. Journals (summaries/paraphrases) | *Optional* | | 1. Content review quizzes 2. Case studies 3. Peer Evaluation/ formative assessment 4. Reflection writing | *Weekly*  *Six times*  *Once (final exam)*  *Weekly* | | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | Course Introduction | Syllabus, work expectations, text, course website, Eduflow setup, course flow overview  HW: read textbook prologue, review for syllabus quiz |
| 2 | 1: IC in today’s world | * Syllabus quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 3 | 1: IC in today’s world | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving case study (Thailand) - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 4 | 2: English for IC | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 5 | 2: English for IC | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving case study (England, South Korea, Chile) - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 6 | 3: Important features of IC | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 7 | 3: Important features of IC | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving verbal-nonverbal communication worksheet - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 8 | 4: The concept of culture | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 9 | 4: The concept of culture | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving activity on art (Germany vs China) - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 10 | 5: Language and thought | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 11 | 5: Language and thought | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving activities - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 12 | 6: Communication styles | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 13 | 6: Communication styles | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving case study (Israel) - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 14 | 7: Human psychology and communication | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 15 | 7: Human psychology and communication | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving case study (Philippines) - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 16 | 8: Speech acts across cultures | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 17 | 8: Speech acts across cultures | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving case study – Hideki Matsui’s apology - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 18 | 9: Stereotypes & IC | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 19 | 9: Stereotypes & IC | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving stereotypes vs generalizations worksheet - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 20 | 10: Cultural accommodation in IC | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 21 | 10: Cultural accommodation in IC | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving video (HSBC bank) - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 22 | 11: IC in higher ed. | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 23 | 11: IC in higher ed. | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving worksheet on US vs West classroom behavior expectations - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 24 | 12: Study Abroad and intercultural adaptation | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 25 | 12: Study Abroad and intercultural adaptation | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving culture shock worksheet - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 26 | 13: Intercultural competence for the future | * Review writing assignment 2 * Unit quiz * Listening, note-taking, oral paraphrasing (pair work) * Reading (pair work)   HW: complete textbook exercises and writing assignment (submit online and print) |
| 27 | 13: Intercultural competence for the future | * Review textbook homework * Unit vocabulary & content worksheet * Reflection and problem-solving “bananas” activity - individual, pair work, and/or group work   HW: study for quiz and complete activity writing assignment (submit online and print) |
| 28 | 14. Intercultural assessment | Intercultural Development Inventory (or alternate tool)  & group debriefing |
| 29 | Review | Prepare potential exam essay questions |
| 30 | Final exam | Take term exam |
|  | Exam week | Peer grading (for formative assessment purposes) |
| Required Materials: | | |
| * *Intercultural Communication for English Language Learners in Japan* by Troy McConachy, Satoru Furuya, and Chikako Sakurai will be used for this course. A link to purchase the text will be provided on the course website, but the school will likely order for you. Other handouts and worksheets will be provided by the instructor. * Paper, writing implements, as well as any device that can access the Internet. * An English-English dictionary: see learnerdictionary.com * A Japanese-English, English Japanese dictionary (Eijiro, for example) | | |
| Course Policies (Attendance, etc.): | | |
| **Attendance**  There are no points for attendance because 100% attendance in classes is expected. However, students must attend over 66% of classes to receive a passing grade. 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 acceptable, 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**  There is some vocabulary work in the textbook, but extra 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. | | |
| 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 activities writing assignments**  There are vocabulary questions, comprehension questions, and discussion questions after the reading section of each unit. Students who do not finish these in class are expected to do so for homework. In addition, there are 13+ textbook-based writing assignments derived from the activities section of each unit in the textbook. These writing assignments are to be submitted online for review by the instructor before the next class, and students are expected to print out their assignment for use in class on the due date.  **20% - Case study or extra activity writing assignments**  These are writing assignments following an activity given in class or online that may or may not be directed related to a given unit of the textbook. Work is submitted online before the next class and may receive peer feedback.  **30% - Quizzes:** At the end of each chapter there is a quiz testing students’ understanding and application of vocabulary and course content.A short writing segment is included.    **10% - Participation:** This includes preparedness, willingness to actively interact in class activities in English, participation in online peer editing, and coming to class equipped to study.  **20% - Final:** This is a written exam completed on the last day of classes. During exam week, exams will be peer graded, but the teacher will review these evaluations. **NOTE: Even though the exam is only worth 20%, students must pass the exam (60%+) in order 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 may receive random 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 are required and recommended for student use during the course. Details will be provided in class. | | |

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|  | | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussions  Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | 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. | Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis | Insufficient effort or evidence of achievement |
| Information Gathering |
| Assessment of Credibility |
| Advanced Communication Proficiency | Public Speaking | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance. | 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. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult o understand or interpret. | 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. |
| 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 to form questions |
| Writing |
| Oral Communication |