

English 742 Cross Cultural Communication-DEAdd-2016-11-16

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Form Information

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First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

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**Indicates a required field*

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Proposing Department/Unit*	English	Contact Phone*	x7 2265

Course Level*	graduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	742
Course Title*	Cross Cultural Communication
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline*	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Students will learn about major trends, issues, research, and exploration in cross-cultural communication. They will be introduced to a conceptual framework for understanding cross-cultural communication in and out of the classroom</p> <p>Participants in this class will:</p> <ul style="list-style-type: none"> - Become aware of the basic concepts regarding cross-cultural communication - Learn about specific issues in cross-cultural communication - Juxtapose approaches to the presentation and analysis of cross-cultural communication issues - Apply theoretical assumptions and research findings in analyzing specific cross-cultural contexts and conversation excerpts - Do classroom research using relevant cross-cultural communication and conversation analysis sources

- Use web-based and multimedia technology in the design of academic/professional projects
- Prepare for professional events

Class preparation and participation. Students are required to participate in class activities and demonstrate their understanding of assigned readings in online classroom discussions. They do so by asking and answering questions, raising issues, providing comments and interpretations of discussed texts. Furthermore, they show their ability to explain/interpret their personal experiences using the assigned literature as well as compare/contrast the ways different sources represent similar concepts.

Before each class, students are required to: 1) write two questions based on the assigned readings, and, 2) create a crossword puzzle of the 10 single-word concepts they found most important. They should post their questions on the designated discussion in D2L.

Joint Intercultural Sharing Project. Jointly with another classmate, you are expected to research a specific cross-cultural issue, (e.g., a national custom, tradition, element in social interaction), prepare an electronic poster and present it to the class on D2L.

Professional Development Project. You are required to learn about the culture of community resources for ELLs. For that you will need to research and create a handbook or booklet for information and services to English language learner's family.

Research project. You are required to develop a research project on a specific cross-cultural communication issue listed in the syllabus. For that, you are advised to use all assigned books, and additional scholarly work as needed. This project involves: 1. Creating a video of a conversation between 2 native and 2 nonnative speakers on a given topic. 2. Transcribing the video. Each group member then selects a 2-min video clip, which s/he transcribes and analyzes with the help of Wong's Transcription Key or by using Transana's Jeffersonian Notation. 3. Coding. Students identify outstanding conversation features in this conversation. 4. Writing a research paper. Students annotate 3 scholarly articles on this feature, create and peer review several paper drafts and post the final copy of a 750-word research paper. Doctoral students can write longer papers, up to 1500 words. 5. Based on this research, students also prepare a poster. The electronic poster includes a title, the author's name, the research questions, the methodology and the research findings. It uses one/two visuals (graphs, pictures, photos) to illustrate the main claim of the research findings.

Week 1

Introduction to the course, and initial writing sample

Week 2

Exploring culture

Week 3

Conversation analysis: Key concepts

Week 4

Culture and language

Week 5

Videotaping conversations and uploading them to the web.

Culture and nonverbal communication;

Week 6

Culture and identity;

Culture shock and cross-cultural adjustment;

Week 7

Transcribing and annotating videos. Library. Transana

Culture shock and cross-cultural adjustment

Traditional ways of addressing culture;

Week 8

Culture and education;

Conversation analysis: Repairs

Coding and analyzing video transcripts. Library.

Week 9

Culture and social responsibility;

Week 10

Research project: Conferences;

The culture of professional presentations: Writing conference proposals

Week 11

Discussion on cross-cultural issues

Week 12

Research **Project: Electronic Poster Presentations.**

Week 13

Research **Project: Final Paper Due**

Week 14

Final Letter of Reflection

Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>Dr. Carpenter received his PhD in English Education in 2008 and received his MA in TESOL in 1994 from the School for International Training. His experiences working within the ESL community began in 1988 and continue to this day as a member of TESOL and as the author of a number of publications on working with English Language Learners in public school settings (see Carpenter, B. D., Earhart, M. & Achugar, M. (2014). Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom. <i>The History Teacher</i>, 48 (1), 91 – 103. for an example) Dr. Carpenter has led numerous online classes at IUP (Engl 101 and 202) and at the University of Pittsburgh (Assessment in Writing, Teaching Writing, and Grammar and Instruction).</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>How each course objective will be met via distance education technologies is summarized below:</p> <p>A. Critically explore and analyze recent research into Cross Cultural Communication. Students will be introduced to the variety of aspects which are important to cross cultural communication. Students will get reading assignments from lesson modules in D2L and participate in the discussion forums that will provide students an opportunity to practice strong analytical writing skills while clearing expressing and defending their viewpoints. In all their online postings, assignments, and projects they will have to incorporate correct grammar, punctuation, and spelling. Students will be evaluated using D2L discussion forum and short writing assignments submitted by email or to the D2L Dropbox.</p> <p>B. Evaluate and explore the depth of cross cultural communication and how it affects teaching English Language Learners in public school settings. Students will have to present their professional development project and research project in D2L.</p> <p>C. Understanding key concepts and contemporary issues in cross cultural communication. Students will have to determine how and to what extent cross cultural communication can affect ESL learning and development in public school settings. Usually, students will present their selected readings to the group in Discussions in D2L, and will lead and respond to discussions as well.</p> <p>D. Writing, organizing, and formatting responsive documents based on questions from the lecture sessions, discussion chats, and assignment sheets. As we proceed through the different ideas about cross cultural communication, students will use the collection of works and ideas presented in the discussion and assignments as the basis for their final research project and professional development project.</p>
<p>How will the instructor-student and student-student interaction take place?*(if applicable)</p>	<p>A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all weekly modules and assignments, students will be expected to participate in threaded discussions regarding course content. Furthermore, the student will collaborate with other group members via team discussion area and then document and present their interaction and projects to the instructor in D2L. The instructor's role in these discussions is to provide feedback to the students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students (through Skype or email) in preparing class projects that evaluate student ability to apply new concepts learned in this course. Additional teacher-student interactions will take place via e-mail, telephone and online office hours as needed. Students will interact with one another through the threaded discussion forums and course e-mail. Within the discussion forum a specific topic is usually set aside for informal student interactions to discuss topic off topic, but to still build relationships and communication skills.</p>
<p>How will student achievement be evaluated?</p>	<p>Your grades will be based on content, timely submission, and adherence to the guidelines.</p> <p>Final grades will be calculated on the following basis:</p> <p>Classroom preparation and participation 25%</p> <p>Joint Intercultural Sharing Project 15%</p> <p>Professional Development Project 15%</p> <p>Research project 45%</p>

<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments (to establish a norm) and testing controls available in D2L. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus: Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity: Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations. Using unauthorized materials and resources during quizzes and tests. Possessing course examination materials without the prior knowledge of the instructor. Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, online examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge with attribution to their originators. Engaging behaviors that are disruptive or threatening to others.Using computer technology in any way other than for the purposes intended for the course. Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at http://www.iup.edu/registrar/catalog/. Papers can be submitted to http://Turnitin.com for evaluation by the professor to avoid any plagiarism.</p>
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