

Spring 2015 Classroom: Mondays 7:45-10:10pm • South Campus 219B

Instructor

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Office hours by appointment, Room 306, Marillac Hall Thursday from 9:00am-11am.

Virtual Office Hours: Tuesdays 10am - 7pm, by appointment

Required texts:

Agar, M. (2002). *Language shock: Understanding the culture of conversation*. NY: Quill William Morrow. **(Instructor will provide)**

Storti, C. (1994). *Cross-Cultural Dialogues 74 Brief Encounters with Cultural Difference*. Boston: Intercultural Press. ISBN-13: 978-1-877864-28-5 **(Instructor will provide)**

Gudykunst, W. B. (2003) (Ed.). *Cross-cultural and intercultural communication*. Thousand Oaks, NY: SAGE Publications. ISBN-13: 9780761929000 **(Instructor will provide)**

Technology Requirements

1. Computer with an updated operating system (e.g. Windows, Mac) and an Internet browser (e.g. Mozilla Firefox, Internet Explorer, Safari)
2. Ability to navigate MyGateway (Blackboard Learning Management System)
3. Develop an account on www.ourCoLab.ning.com, which we'll use for the majority of our assignments. You will have access to the site indefinitely.
4. Download Adobe Acrobat.
5. Minimum Processor Speed of 250 MHz, 400 MHz recommended.

Class Format

This is a sixteen-week course. The assignments will be posted in on the NING and there will be announcements. Assignments will be turned in physically and electronically. Course work will consist of instruction (Prezi), video, discussions in class (Ning), reading of textbooks and professional literature on our NING.

Course Description:

This course integrates the theoretical awareness of cross-cultural communication with an experiential inquiry model that extends into classroom and community practices. The course specifically brings together theories, ideas, and resources in order to promote cross-cultural awareness, language development, and academic progress of English Language Learners.

Specific topics addressed include: (1) multilingualism and cultural communication; (2) theories of cross-cultural communications; (3) sociolinguistics and cross-cultural communication for TESOL; (4) language planning and policy; (5) verbal and nonverbal communication; (6) academic/cognitive and affective development through culturally and linguistically diverse instruction, and (7) identity and intergroup communication.

Goals of the Course:

Students explore the impact of culture and society on verbal and non-verbal communication, learning styles, and second/foreign language acquisition. The course introduces concepts relating to the acculturation process, cross-cultural and intra/inter-cultural communication. Within this theoretical context, students recognize their own socio-cultural identity and others' and its impact on creating differentiated instructional strategies to meet the needs of the ELLs. Students develop strategies to enhance home, school and community relations.

Learning Objectives:

After successfully completing this course, the student will be able to:

- Define, describe, and explain cross-cultural conflicts;
- Identify and explain the roles of politics, economics, history and geography playing in shaping cultural norms and incorporate them into cross-cultural teaching activities;
- Define, describe, and explain cross-cultural communication theories;
- Implement cross-cultural communication theories in TESOL;
- Identify and explain cultural and societal impact on verbal and non-verbal communication, behaviors, learning styles, teaching strategies, and curriculum design;
- Relate cross-cultural interactions to instruction and assessment practices in a culturally and linguistically diverse classroom;
- Illustrate the application of cross-cultural communication concepts and theories through interaction;
- Be able to explain the dynamics of cultural communication;
- Describe and explain the meanings of symbols and their relation to human behaviors;
- Describe and explain how members of a culture understand their own communication;
- Demonstrate how to evaluate, compare, analyze, and prepare the researches in cross-cultural issues and choose the proper APA usage in developing a cross-cultural research project