

IELI 2470-001 Cross-Cultural Perspectives

IELI 2475-001 Cross-Cultural Explorations

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Office Hours: M 3-5 pm

Class Meetings: TTH 10.30-11.45 Lib 411

**F 11.30-12.20 Lib 411*

*International students only

Text: *An Introduction to Intercultural Communication: Identities in Global Community* (8th edition)

Author: Fred E. Jandt

Publisher: Sage Publications

Course Description:

This course brings together students from a variety of ethnic backgrounds for the purpose of cultural exploration. Students examine the influence of culture on beliefs, behaviors, and values.

Course Goals:

1. Students learn about various definitions of culture and how cultures influence behavior, beliefs, and values.
2. Students increase their awareness of cross-cultural similarities and differences in areas such as communication, life styles, business practices and institutional settings.
3. Students gain an understanding of the stages and symptoms of cultural shock.
4. Students gain an understanding of fundamental value systems that inform and determine all cultural practices.
5. Students explore the value systems of the culture of the United States and the cultures of the international students enrolled in the class.

Learner Outcomes:

1. Students can analyze the multiple influences that have contributed to their own cultural makeup.
2. Students can identify the different stages and symptoms of culture shock and coping strategies for this condition.
3. Students will be able to compare and contrast cultural differences in areas such as educational systems, gender roles, business practices, or the areas of the students' interests.
4. When observing cultural interactions in films or in the students' everyday experiences, they will be able to identify the underlying values of the participants.
5. Students will be able to understand ethnocentrism and to recognize stereotypical characterizations.
6. Students will be able to identify and explain theories relating to the study of cross-cultural understanding and communication.

Additional Materials:

- a) A notebook for in-class assignments
- b) A laptop for in-class activities
- c) We will use Canvas, USU online platform. Assignments and in-class materials will be posted on Canvas.

Homework:

Assignments are due at the beginning of each class. Homework assignments must be on time. Late assignments will not be accepted. Extenuating circumstances may be applied.

All submitted assignments should be typed and double-spaced with a 12-point Times New Roman font and have your name, the course name, the assignment, and the date on the upper right hand corner.

Participation:

You are expected to come to class prepared. You are also expected to take ownership of your learning and contribute to class discussions by voicing your opinions and asking questions. Since speaking and interacting with your classmates are necessary parts of this class, your grade will be unfavorably affected if you choose not to participate.

In-class discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their point of view. Classroom discussion is meant to allow us to hear a variety of perspectives. This can only happen if we respect each other and our differences.

Always speak in English in the classroom.

Classroom Distractions:

The class starts on time. If you are late, take your seat without disrupting the class. Students who disrupt the class after entering late may be asked to leave the class. Please turn off your cell phones and any other devices that may make noise during the class session. I will end class on time so please wait until the class is completely finished.

Enrollment and Withdrawal:

You are responsible for making all decisions regarding your enrollment status in and any Financial Holds for USU courses. If you are failing the course and do not officially withdraw, you will receive a final grade of F.

Major Assignments:**1. Ethnographic interview (individually)**

Interview a member of a different culture (ethnic, religious, etc.). Focus on one or several aspects of his/her culture. Find similarities and differences. Prepare a short oral and written report.

2. Role-plays: Cross-cultural misunderstandings (in groups)

As a group, prepare and role play a script illustrating some kind of cross-cultural misunderstanding (e.g., related to proxemics, body language, idioms, etc.). Include a reflection on what concept from the course this script illustrates and what we can learn from it. To receive the maximum grade, include some cultural artefacts (e.g., traditional clothes, food, etc.).

3. Film and culture presentation (in groups)

In this assignment, you will view 1-2 film/s and describe the cultural and intercultural points of each film. You can select the film/s according to your individual interests (a list of suggested films is below). In your 10-min presentation, address the following questions:

- What does this film suggest to you about the U.S. education system? What are some of the values of Americans and the American system?
- How do the qualities that matter to American teachers and students compare to the qualities that are important in your own culture(s)/countries?

Suggested Films

Stand and Deliver

Dead Poets Society

Dangerous Minds

Paper Chase

Mona Lisa Smile

A Mirror Has Two Faces

Alternatively, you can select a film in your own language and compare the experiences described in the film to your own educational experiences in the U.S.

U.S. students will select a film based on their own preferences. You are encouraged to select a film in a language you have studied or will study. In your presentation, address the questions above, but with regard to the target culture you have chosen.

All presentations should include a critical reflection on the film (e.g., stereotypes in the media).

4. Culture presentation (in groups or individually)

In this assignment, you are expected to make a short (5-7 min) presentation about your own culture(s). In this presentation, you can address the following: traditional clothes, food, music, religion(s), economics, attractions, etc.

To receive the maximum grade, plan to include some cultural artifacts (e.g., traditional clothes, dance, music, etc.).

5. *Q&A session (individually)

For our Friday meetings, you are required to prepare 1-2 questions on the content and/or vocabulary relating to the topic(s) discussed during regular class meetings.

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Evaluation

Presentations, projects, and in-class assignments (including quizzes) 100%

Grading Scale

According to the IELI grading policy, any grade below C- is a failing grade.

93%-100% = A 92%-90% = A- 88%-89% = B+

83%-87% = B 80%-82% = B- 79%-78% = C+

77%-73% = C 72%-70% = C- 69%-67% = D+

67%-63% = D 62%-60% = D- Below 60% = F

IELI and USU Attendance Policy

Learning a language requires that you actively attend and participate in your classes. If you do not regularly attend classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. Attendance is not only important for learning but essential for international students on an F-1 or J-1 visa to maintain their legal immigration status. IELI works closely with the office of Global Engagement to ensure that our students maintain their immigration status and will report students who regularly miss class. Consequently, the following attendance policy will be enforced.

Missing consecutive classes

If a student misses 7 consecutive classes for any one class without contacting the instructor and providing valid proof of absence (e.g. a medical excuse from a doctor), their immigration status will be terminated and they will be sent home.

Total classes

If a student misses 7 total class hours for any one class or 22 total class hours in any one semester, their immigration status will be terminated and they will be sent home.

USU policy - excused absences

According to the USU policy, a student may not miss more than 20% of any class even if it is excused. This means that you cannot miss more than 9 classes for any one class, even if some of the absences are excused. If a student's total absences (excused and unexcused) for any class exceeds 9, their immigration status will be terminated and they will be sent home.

Warnings

Students will get at least three warnings before their immigration status is terminated. It is the student's responsibility to provide a current e-mail address to IELI and the office of Global Engagement and check their e-mail regularly. If a student's immigration status is terminated, they will be given 15 days to leave the U.S.

Grading

The grades you get for each class are based on the work you do for that class. Attendance and effort are important factors for successful learning but do not directly affect your grade. It is important for you to do your best on all your in-class and at home activities as they will be graded on how well you complete these activities. Successful completion of these activities will help you gain the knowledge and skills you need to meet learner outcomes for each course.

Progressing to the next level

You must receive a grade of C- or better in any IELI class in order to pass that class and move to the next level of that class. Students who receive lower than a C- are required to repeat the class until they receive a passing grade. If you are not passing a class at mid-term you will be re-registered for the class until final grades are posted. If your final grade shows that you passed the class, you will be moved up into the next level or the class will be dropped.

If you want to check on how well you met the learner outcomes for each class, there are two ways to do so: 1) you can get a copy of the student achievement form from the IELI staff assistants or 2) you can access your grade on the USU website and then compare the grade to the Grade Descriptions on the IELI website (Current Students -> Academics-> Grade Descriptions).

In-term evaluations

Your professors will inform you, in writing, of your grade three times during the semester (e.g. approximately 4 weeks, 8 weeks and 12 weeks). For the midterm evaluation, IELI faculty assign a letter grade to students in each of their classes. If you are doing work at a level lower than C in any of your classes, your professor will meet with you to discuss what you will need to do to pass the class.

Utah State University Policies and Procedures

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- espouses academic integrity as an underlying and essential principle of the Utah State University community;
- understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or

unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.