



**COURSE SYLLABUS**  
**EDUC 515: Intercultural Education**  
**Fall 2014**

**Instructor:** Denise Pheils, PhD – Assistant Professor

**Office Location:** Online – I am in Ohio!

**Office Hours:** Online: Mon/Tues/Thurs 2 pm-4pm

**Office Phone:** 903-886-5125 (Higher Ed Lead Dept Office). Cell will be provided in class.

This document becomes public so it is not posted here.

**University Email Address:** denise.pheils@tamuc.edu

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

We are using an etextbook for this course!

**EDUC 515 Intercultural Education** ISBN-9781121318021. This book may be ordered <http://www.mcgrawhillcreate.com/shop>. Just copy and paste the ISBN number into the search window.

*Optional: Publication manual of the American Psychological Association (5th or 6th ed.). (2001/2009). Washington, DC: APA.*

**Course Description:** This course provides an introduction to intercultural education in a global context. Topics include an overview of culture, communication and interpersonal relationship, nonverbal codes and cultural space. The implications of the 21st century classroom as a global community will be examined along with the process for getting to know another culture. The challenges that are presented in intercultural education will be discussed from the perspective of nurturing and welcoming the changes.

**Student Learning Outcomes:**

***Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.***

1. Identify the benefits and challenges to intercultural relationships.
2. Describe cultural differences in relational development.
3. Discuss some of the contexts that contribute to social conflict.
4. Understand how verbal and nonverbal communication differs.
5. Explain the limitations of some cross-cultural research findings.
6. Define cultural space.
7. Explain why it is important to understand cultural spaces in intercultural communication.
8. Identify some practical strategies that can be used to prepare students to better understand and interact with others around the world so they might prevent or solve problems that are global in nature.
9. Describe what it means to be an internationally competent individual.
10. Discuss the type of questions one would use to find out information about another culture relative to the dimension of The Big Picture (the “big” questions cultures answer).

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

### Participation, Attendance, and Reading Assignments

#### Demonstration of work ethic, responsibility, and integrity related to course objectives:

This area is a holistic score based on demonstrated effort, attendance, and participation. It includes assignments given in each class. Students shall earn points per class for attendance and participation. Participation includes reading materials prior to class including completion of reading notes and organizers, bringing specified handouts and notes, and actively participating in small group and class discussions.

#### Presentation and Discussion Board (75%): 750 possible points

Each student is to post a journal entry for each unit's reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Each student will post a URL link for each of the 7 units on the Webliography page on the course website. Also, each student will make at least 3 meaningful discussion posts per unit interacting with the other students in the class. An initial post in response to the discussion question must be made by Wednesday @ 11:59 p.m. Then, 2 additional comments must be posted to classmates by Sunday @ 11:59 p.m. Each student will make a presentation as part of a group on one of the course lecture topics found in the course calendar\schedule (p. 8). This assignment will be used to assess the ability of the student to do research and develop their presentation skills. This assignment will be used to assess the ability of

the student to do research and develop their presentation skills. Please view the Rubric for Class Live Presentation for this assignment under the Course Home section of the course website.

\*Journal (10 points/ unit x 7 units = 70 points)

\*Webliography (10 points/ unit x 7 units = 70 points)

\*Discussion Board (10 points/posted comment x 3/unit x 7 units = 210 points)

Cultural Diversity Inventory (30 points)

Cross – Cultural Project (120 points)

Presentation (250 points)

**Research Paper (25%):** 250 possible points

Each student will write a research paper directly related to one aspect of the course. The research paper will be between 2,800 - 3,000 words, utilize a minimum of five references within the last five years, and adhere to standard APA format. The research paper should basically constitute a literature review of an aspect of the course that caught your fancy. Please view the Rubric for Research Paper for this assignment under the Course Home section of the course website.

**\*The research paper is not required for the undergraduate component of this course.**

**Assessment Method:**

**Rubric for Class Live Presentation**

MS Global eLearning  
Assessment of Student Presentation Rubric  
Maximum Points: **250**

Category	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Student's Score
Purpose	35	20	20	10	
Organization	50	40	30	15	
Content	50	40	30	15	
Language	40	30	20	10	
Voice & Tone	25	15	10	5	
Visual Aids	50	40	30	15	

				Total:	
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**Keys:**

1. **Purpose** The speaker establishes clarity of purpose or focus. Good speaking should evidence specific knowledge of ideas and details which are fully developed.
2. **Organization** The speaker establishes a beginning, middle, and an ending. The presentation is well organized and easy to follow.
3. **Content** The speaker developed the main idea which was effectively supported by details and examples.
4. **Language** The speaker's words were appropriate and correct. The speaker also pronounced words clearly and was easily understood.
5. **Voice and Tone** The speaker addressed the audience effectively adjusting pace and volume to evidence an ownership of the topic.
6. **Visual Aids** The speaker utilized high quality audio, visual, or digital materials to effectively enhance the presentation.

**Rubric for Research Paper**

MS Training and Development  
Assessment of Student Writing  
Maximum Points: **250**

	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Student's Score
Ideas	50	45	40	25	
Organization	50	45	40	25	
Connection	30	25	20	10	
Word Choice	30	25	20	10	
Sentence Fluency	50	45	40	25	
Conventions	40	35	30	25	
				Total:	

**Keys:**

1. **Ideas** Good writing has clarity of purpose or focus. Good writing should evidence specific ideas and details.
2. **Organization** Writing should have a beginning, middle, and an ending and be well organized and easy to follow. The paper also needs to meet the minimum requirement of 2,800 - 3,000 words, utilizing a minimum of five references within the last five years.

3. **Connection** Good writing should connect with the audience and fit the purpose for writing.
4. **Word Choice** Good writing has specific nouns, verbs, and strong words that deliver the writer's message.
5. **Sentence Fluency** Sentences should vary in length, with a variety of sentence beginnings. The writing should flow smoothly from sentence to sentence.
6. **Conventions** Strong writing is edited for grammar, punctuation, capitalization, and spelling so the writer's ideas are easily understood. Adherence to standard APA format is expected.

### **Grading**

A = Exceeds Standards and demonstrates learning beyond course. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills. (900 points and above)

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. (800 – 899 points)

C = Less than adequate demonstration of the mastery of objectives assessed. (700 – 799 points)

D or F= Failure to meet Standards (699 points and below)

**Grade of "X" (Incomplete)** - In accordance with the Academic Procedures stated in the TAMU-C Catalog, students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, **upon approval of their instructor**, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation. A grade of 'X' is not automatically given. Grades below 107 points are automatically assigned an 'F' unless contact and arrangements have been made with the instructor.

### **TECHNOLOGY REQUIREMENTS**

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

#### **Required Software:**

- Word processing software (Note: If not Microsoft Word save documents as .rtf or .pdf prior to submission to ensure that they can be opened and graded.)

#### **Required Hardware:**

- Microphone for classlive sessions and voice thread discussions throughout the semester (these run about \$10 if you don't have one built into your computer)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly.

## **ACCESS AND NAVIGATION**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please post your question to the Help! Forum so that all students may benefit from your question. If you assist another student by providing an answer to a question posted in that forum you may earn bonus points. Items of a more personal nature should be directed to your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. Monitor and contribute to Q&A forum regularly. Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

## **COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement:**

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics and participating in the group discussion forums.

**1. In order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address: [denise.pheils@tamuc.edu](mailto:denise.pheils@tamuc.edu)**

**2. Or if you want to "talk" we will have several options. I will post my cell phone number in the course in an opening announcement. I never post it to the syllabus as they are posted to the public. I also have the ability to use Skype or Google Hangouts.**



**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**The following items are standard expectations to be posted for all courses.**

**Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Scholarly Expectations:** All works submitted for credit must be original works created by the Scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher- order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

**Academic Honesty:** Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work or that of the team and referenced in part or in whole to the correct source. Submission of commercially prepared materials is unacceptable. Moreover, participants shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association. Students are expected to use conventions noted in the APA Publication Manual, 6th edition, for citing sources.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University Commerce, Graduate Catalog).

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Courtesy and Respect: Student Conduct:** All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide, Policies and Procedures, Conduct). The course will require your best effort. Course demeanor is that which is expected at the university level. Students must complete their team assignments in a timely manner. Historically those who have not done due diligence to course assignments tend to redirect course expectations. Any such variation from class protocol is unacceptable at this level and will result in immediate removal from the course. Please keep in mind that the course email is not a forum for complaint or personal attacks.

**Class Participation:** Systematic and timely on-line participation is expected. University policy notes that excused absences include (i) participation in an authorized university activity, (ii) illness verified by a physician, (iii) death in the immediate family, and (iv) verifiable, official court appearance. Keep in mind that this course has been developed to allow maximum flexibility in regard to your online access. You are not required to logon at specific times on specific dates. You will work with other members of the class on specific tasks; however, this activity is determined by the group. The college will close officially for all national holidays and students are not expected to post or engage in the online course on those days. A holiday closure will not extend due dates, please plan ahead.

**Attendance:** This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.

**Late work:** Late work is not accepted. You will have plenty of notification and time to complete course assignments. Each module is two-weeks in duration or longer. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

**Assignments Submitted by Deadlines:** Assignments are due as stated in each course module and according to the schedule noted at the end of this syllabus.

Class participants are strongly recommended to participate in their assigned groups. Numbers generate strength. Teaming is an essential soft-skill in every academic environment. Individual team members will be evaluated; however, teams often rise or fall together. Every team should select a lead member. Problems regarding team participation should be discussed with the course instructor. Under no circumstances should team members be allowed a free-ride at the expense of other members.

**Dropping the Class:** If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. Incompletes: Per university policy is granted only for circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

**Course Communication:** Course communication will occur through your MyLeo Account. You will need to regularly and systematically review your e-mail on a timely basis. I will not reply to personal email accounts due to FERPA concerns.

**Time Commitment** In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in a class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
"In" class per class week	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
<b>TOTAL Weekly Expectation</b>	20 hours	25 hours
<b>TOTAL Term Expectation</b>	140 hours	175 hours

### **University Specific Procedures:**

#### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.

Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

### **TENTATIVE COURSE OUTLINE / CALENDAR**

Because this course runs on a compressed schedule, we'll be completing the full-semester equivalent of 2 weeks of work each week.

<b>Module</b>	<b>Class Activity/Topic</b>
1	Review of Syllabus; Course Introduction Cultural Diversity Inventory
2	Culture, Communication, and Intercultural Relationship
3	Culture, Communication, and Conflict Group 1 Presentation
4	Nonverbal Codes and Cultural Space Group 2 Presentation Cross-Cultural Project
5	The Classroom as a Global Community Group 3 Presentation
6	Getting to Know Another Culture Group 4 Presentation Research Paper is Due
7	Nurture and Welcome Challenges and Changes Group 5 Presentation

