EDUC 404.01W: Cultural Fluency  
Spring 2015

Instructors: Denise Pheils, PhD  
Office Location: Online! I’m in Ohio!  
Office Hours: Virtual, daily  
Phone: 903-886-5520 (Ed Leadership Dept); Cell will be given in Class For calls to my cell, please be aware I am in ET which is an hour ahead of you.

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

We are using an eTextbook for this course!


**Course Description**

This course provides an introduction to cultural fluency 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 cultural fluency 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.
Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus. These are my expectations of you:*

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.
Assignments

Discussion Boards & Writing Assignments
Each student will make at least 3 meaningful discussion posts per unit interacting with the other students in the class via VoiceThread. An initial post in response to the discussion question must be made by Wednesday @ 11:59 p.m of the first week of the module. Then, 2 additional comments must be posted to classmates by Sunday @ 11:59 p.m before the module closes. Make sure you use more than one sentence when responding to a post. Using, “I agree or I disagree” to your classmates ideas on a topic is a great way to promote more lively interaction and discussion.

Post #1- Answer the discussion question in VoiceThread.
Post #2- Respond to one of your classmates posts in VoiceThread.
Post #3- Respond to one of your classmates posts in VoiceThread.

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).

Also, each student will post an Internet link (URL) to the Webliography page on the course website for each of the 7 Modules that relates directly to the text, reading assignments, or topic covered for the unit. Also, NO DUPLICATE LINKS WILL BE PERMITTED! The first person to post a particular link to the Webliography page gets credit for it (NO EXCEPTIONS). It is beneficial to post entries early to ensure that they are unique and worth credit.

Research Paper

Select a topic directly related to one aspect of the course and write a research paper. The research paper should basically constitute a literature review of an aspect of the course that caught your fancy. Submit your completed writing assignment to the research paper Dropbox in Module 6 of the course website no later than April 20, @ 11:59 p.m. The rubric for this assignment is provided under the Course Home tab on the course website.

Length/Formatting Instructions

| Length | 1,500 Words |
| Font | 12 point |
| Program/ File Type | Submit in Word
Please save your submission as Microsoft Word Document with the name in the following format:
Inclusions

Utilize a minimum of five references written within the last five years.

Referencing System

APA referencing system is necessary in assignments, especially material copied from the Internet. For examples of correct citations visit the following links:
http://owl.english.purdue.edu/owl/resource/560/01/

**Group Presentation Instructions**

Everyone will work in a small group to create a presentation and lead the discussions on one of the module course lecture topics.

Using Voice Thread, create a presentation on your topic. Directions for using voice thread can be found in the digital ecosystem located under the Course Home tab.

All group presentations will need to be uploaded to the VoiceThread located under the Course Home tab and selecting the Group for this course, i.e.; Cultural Fluency. By Friday, in the week before your presentation is due, one member of your group will need to share the link to your VoiceThread presentation to your instructor for review (be sure that the settings on the presentation allow all classmates access). After receiving the okay, but not later than Day 1 of the week your presentation is due, one member of your group must post the thread to the discussion forum for that week. This ensures that your classmates will have adequate time to review and discuss your presentation.

From module 3-7, these presentations will provide the content for the weekly discussion forums. Your group is responsible for active facilitation of the week’s discussion; make sure you participate and actively move the conversation forward.

**Group Set-Up Guidelines**

Students will be assigned their topic and groups before the end of Module 1. Groups run from Module 3 to Module 7, so there are five modules in which group presentations will be made.

**Format of Group Presentation:** The group presentation should be a PowerPoint with audio voiceover, uploaded into VoiceThread within the LMS.

Your instructor will provide additional details on the assignment instructions and expectations during the term.

This assignment will be used to assess the ability of the student to do research and develop their presentation skills. The group will be assessed on the quality of their
presentation. A copy of the presentation rubric for this assignment is provided under the Course Home tab on the course website.

**Assignment Points (1000 total)**

Journal (20 points per unit x 6 units = 120 points)

Webligraphy (10 points per unit x 7 units = 70 points)

Discussion Board (10 points per posted comment x 3 per unit x 7 units = 210 points)

Cultural Diversity Inventory (100 points)

Presentation (50 points: active participation + 200 points: presentation = 250 points)

Research Paper (250 points)

**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)

**TECHNOLOGY REQUIREMENTS**

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred).
- Microphone for VoiceThread (these run about $10).
- Speakers so you can hear presentations and your classmates VoiceThread posts.
- Word processing software (Microsoft Word preferred). Note: I cannot open Microsoft Works documents. All text documents should be converted to .doc or .docx prior to submission.

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.
Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

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. 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 assignment, about course due dates, etc.), please contact me through the Virtual Office in the course, via email or during office hours. I will post my cell phone number in the class, but not to the syllabus as this becomes a public document.

**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.

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, team and/or individual research and participation in assignment activities for each Module.

Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. *HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.*
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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).

Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. 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.

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.

Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team for your presentation. The quality of your contributions and regular participation 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.

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 to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

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
Student Disability Resources & Services
**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).

### COURSE OUTLINE / CALENDAR

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<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Class Activity/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20-2/8</td>
<td>1</td>
<td>Review of Syllabus; Course Introduction; VoiceThread, Journal Entry, Webliography Entry, and <strong>Cross Culture Diversity Inventory</strong></td>
</tr>
<tr>
<td>2/9-2/22</td>
<td>2</td>
<td>Culture, Communication, and Intercultural Relationship; VoiceThread, Journal Entry, and Webliography Entry</td>
</tr>
<tr>
<td>2/23-3/8</td>
<td>3</td>
<td>Culture, Communication, and Conflict; VoiceThread, Journal Entry, Webliography Entry, and <strong>Group 1 Presentation</strong></td>
</tr>
<tr>
<td>3/9-3/29</td>
<td>4</td>
<td>Nonverbal Codes and Cultural Space; VoiceThread, Journal Entry, Webliography Entry, and <strong>Group 2 Presentation</strong></td>
</tr>
<tr>
<td>3/16-3/20</td>
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<td><strong>Spring Break</strong></td>
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<tr>
<td>3/30-4/12</td>
<td>5</td>
<td>The Classroom as a Global Community; VoiceThread, Journal Entry, Webliography Entry, and <strong>Group 3 Presentation</strong></td>
</tr>
<tr>
<td>4/27-5/15</td>
<td>7</td>
<td>Nurture and Welcome Challenges and Changes; VoiceThread, Journal Entry, Webliography Entry, and <strong>Group 5 Presentation</strong></td>
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