

## Tamkang University Academic Year 103, 2nd Semester Course Syllabus

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|--|---|------------|--|
| Course Title   | CROSS CULTURAL COMMUNICATION  | Instructor | LIN, LI-HUA  |
| Course Class   | TLFXB2A<br>DEPARTMENT OF INTERNATIONAL BUSINESS,<br>2A  | Details    | <ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul> |
| D e p a r t m e n t a l   A i m   o f   E d u c a t i o n  |   |            |  |
| <p>I. To instill the university motto of "Simplicity, Firmness, Perseverance, and Fulfillment" into students.</p> <p>II. By integrating the "Five Disciplines" of education, the qualities of conduct, intelligence, physical education, teamwork, and beauty into the professional, core, and extracurricular curriculum, the department helps to produce well-rounded students skilled in identifying and solving problems.</p> <p>III. To oversee the trend and foresee the development of global economy, the department aims to produce the graduates with expertise in the fields of International Business and Trade.</p> |   |            |  |
| D e p a r t m e n t a l   c o r e   c o m p e t e n c e s  |   |            |  |
| <p>A. Breeding professionals with expertise in general International Trade and International Business.</p> <p>B. Consisting of Globalization, Information-Oriented and Future-Oriented education.</p> <p>C. Producing graduates with capability of foreseeing and analyzing the development of Global Economy.</p> <p>D. Breeding professionals with expertise in Marketing and Financial Management.</p>  |   |            |  |
| Course Introduction  | <p>The course adopts the interactive teaching approach and refers the flipped classroom concept to design the program. We will invite the speakers to deliver a speech or share their working experiences on intercultural communication and arrange visiting the museum to understand the operation of related industry.</p> <p>The course divides intercultural communication into 13 topical subjects which is instructed with case studies supplemented with theory and practical applications while focusing on students' participation through discussion, simulation and role play to provide students with a deeper under</p> |            |  |
|  |   |            |  |

### The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- |                         |                                     |                           |
|-------------------------|-------------------------------------|---------------------------|
| (i) Cognitive Domain    | : C1-Remembering, C2-Understanding, | C3-Applying,              |
|                         | C4-Analyzing, C5-Evaluating,        | C6-Creating               |
| (ii) Psychomotor Domain | : P1-Imitation, P2-Mechanism,       | P3-Independent Operation, |
|                         | P4-Linked Operation, P5-Automation, | P6-Origination            |
| (iii) Affective Domain  | : A1-Receiving, A2-Responding,      | A3-Valuing,               |
|                         | A4-Organizing, A5-Charaterizing,    | A6-Implementing           |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives  | Relevance        |                               |
|-----|--|------------------|-------------------------------|
|     |  | Objective Levels | Departmental core competences |
| 1   | The goal of course is to cultivate the students' ability dealing with the problems of intercultural communication and have a good social relationship. | C3               | ABCD                          |

### Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives  | Teaching Methods   | Assessment                                     |
|-----|--|--|--|
| 1   | The goal of course is to cultivate the students' ability dealing with the problems of intercultural communication and have a good social relationship. | Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving | Written test, Practicum, Report, Participation |
|     |  |  |  |

This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students         | Description   |
|---|---|
| ◆ A global perspective                      | Helping students develop a broader perspective from which to understand international affairs and global development.                                   |
| ◇ Information literacy                      | Becoming adept at using information technology and learning the proper way to process information.  |
| ◆ A vision for the future                   | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.          |
| ◇ Moral integrity                           | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. |
| ◆ Independent thinking                      | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.                                |
| ◆ A cheerful attitude and healthy lifestyle | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.                      |
| ◆ A spirit of teamwork and dedication       | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.                         |
| ◆ A sense of aesthetic appreciation         | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.         |

#### Course Schedule

| Week | Date                     | Subject/Topics  | Note |
|------|--------------------------|---|------|
| 1    | 104/02/24 ~<br>104/03/01 | 228 Memorial day  |      |
| 2    | 104/03/02 ~<br>104/03/08 | Introduction  |      |
| 3    | 104/03/09 ~<br>104/03/15 | verbal & non-verbal communication   |      |
| 4    | 104/03/16 ~<br>104/03/22 | communication skills  |      |
| 5    | 104/03/23 ~<br>104/03/29 | speaker invited   |      |
| 6    | 104/03/30 ~<br>104/04/05 | barriers and management to intercultural communication, presentation and discussion |      |
| 7    | 104/04/06 ~<br>104/04/12 | Children' s Day   |      |
| 8    | 104/04/13 ~<br>104/04/19 | term cooperation  |      |
| 9    | 104/04/20 ~<br>104/04/26 | business communication & etiquette simulation                                       |      |
| 10   | 104/04/27 ~<br>104/05/03 | Midterm Exam Week   |      |
| 11   | 104/05/04 ~<br>104/05/10 | intercultural communication on food, presentation and discussion                    |      |
| 12   | 104/05/11 ~<br>104/05/17 | visiting museum   |      |

|                         |  |   |  |
|-------------------------|--|---|--|
| 13                      | 104/05/18 ~<br>104/05/24   | intercultural communication on internet                         |  |
| 14                      | 104/05/25 ~<br>104/05/31   | visiting museum or discuss conflict of legal system and culture |  |
| 15                      | 104/06/01 ~<br>104/06/07   | aboriginal culture  |  |
| 16                      | 104/06/08 ~<br>104/06/14   | sexes and religious culture                                     |  |
| 17                      | 104/06/15 ~<br>104/06/21   | Dragon Boat Day   |  |
| 18                      | 104/06/22 ~<br>104/06/28   | Final Exam Week   |  |
| Requirement             |  |   |  |
| Teaching Facility       | Computer, Projector  |   |  |
| Textbook(s)             | Judith N. Martin, Thomas k. Nakayma, LISA A. Flores, Reading in Intercultural Communication-Experiences and Contexts   |   |  |
| Reference(s)            | Making Presentations in English, Cosmos Culture Ltd.<br>Real Business Documents: Real Skills ! Real Samples ! , Cosmos Culture Ltd.  |   |  |
| Number of Assignment(s) | (Filled in by assignment instructor only)  |   |  |
| Grading Policy          | ◆ Attendance : 30.0 %   ◆ Mark of Usual :   %   ◆ Midterm Exam : 20.0 %<br>◆ Final Exam : 20.0 %<br>◆ Other <presentation> : 30.0 %  |   |  |
| Note                    | This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .<br><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b> |   |  |