

## Tamkang University Academic Year 105, 2nd Semester Course Syllabus

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|---|---|------------|---|
| Course Title  | CROSS CULTURAL COMMUNICATION  | Instructor | GUTIERREZ<br>JANNETTE WANG  |
| Course Class  | TQAXB2A<br>DEPARTMENT OF ENGLISH LANGUAGE AND<br>CULTURE (ENGLISH-TAUGHT PROGRAM), 2A   | Details    | <ul style="list-style-type: none"> <li>◆ Required</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   |   |            |   |
| To develop student's English proficiency and communication skills.  |   |            |   |
| 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   |   |            |   |
| <ul style="list-style-type: none"> <li>A. The ability to communicate in English.</li> <li>B. The ability to use practical English.</li> <li>C. The ability to identify critical issues.</li> <li>D. The ability to analyze data.</li> <li>E. The ability to understand connotations of culture.</li> <li>F. The ability to work as a team.</li> </ul> |   |            |   |
| Course Introduction   | <p>This course is designed to help you meet the challenges of living in a world in which, increasingly, you will be asked to interact with people who may not be like you in fundamental ways. Its primary goals are to help you become more sensitive to intercultural communication differences, and to provide you with the knowledge and skills that will help you interact successfully with people from cultures other than your own.</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-Characterizing, 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   | Understand the role of communication in culture   | C2               | EF                            |
| 2   | Recognize cultural variables.   | C4               | EF                            |
| 3   | Familiarize yourself with the communication norms, rituals, and taboos of other cultures.   | C4               | EF                            |
| 4   | Learn about barriers to intercultural communication, adjustment to other cultures, and culture shock.   | C4               | EF                            |
| 5   | Practice performing communication activities as they would be done in other cultures.   | C3               | EF                            |
| 6   | Learn how differences in intercultural communication manifest themselves in different professional settings.  | C2               | EF                            |
| 7   | Increase sensitivity to your own cultural background and its impact on how you communicate, increase knowledge of ethical issues in communicating interculturally, and increase sensitivity to communicating with people from different cultures. | A2               | EF                            |

### Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives                             | Teaching Methods                                | Assessment                          |
|-----|---|---|-------------------------------------|
| 1   | Understand the role of communication in culture | Discussion, Problem solving, Oral               | Written test, Report, Participation |
| 2   | Recognize cultural variables.                   | Discussion, Appreciation, Problem solving, ORal | Written test, Report, Participation |
|     |   |   |                                     |

|   |   |   |                                     |
|---|---|---|-------------------------------------|
| 3 | Familiarize yourself with the communication norms, rituals, and taboos of other cultures.   | Discussion, Appreciation, Problem solving, oral | Written test, Report, Participation |
| 4 | Learn about barriers to intercultural communication, adjustment to other cultures, and culture shock.   | Discussion, Appreciation, Problem solving, oral | Written test, Report, Participation |
| 5 | Practice performing communication activities as they would be done in other cultures.   | Discussion, Problem solving, oral               | Written test, Report, Participation |
| 6 | Learn how differences in intercultural communication manifest themselves in different professional settings.  | Discussion, Appreciation, Problem solving, oral | Written test, Report, Participation |
| 7 | Increase sensitivity to your own cultural background and its impact on how you communicate, increase knowledge of ethical issues in communicating interculturally, and increase sensitivity to communicating with people from different cultures. | Discussion, Appreciation, Problem solving, oral | Written test, 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                 | 106/02/13 ~<br>106/02/19 | Introduction to Course  |                                     |
| 2                 | 106/02/20 ~<br>106/02/26 | Starts from the Art      Movie1 : Joy Luck Club   |                                     |
| 3                 | 106/02/27 ~<br>106/03/05 | Fieldtrip to ICRT-A   |                                     |
| 4                 | 106/03/06 ~<br>106/03/12 | Russian   |                                     |
| 5                 | 106/03/13 ~<br>106/03/19 | Mexico(Latin America)   | Samovar and Porter.<br>Chapters 3   |
| 6                 | 106/03/20 ~<br>106/03/26 | Mideast   |                                     |
| 7                 | 106/03/27 ~<br>106/04/02 | Australia   | Samovar and Porter.<br>Chapters 4   |
| 8                 | 106/04/03 ~<br>106/04/09 | No classes, Spring Break  |                                     |
| 9                 | 106/04/10 ~<br>106/04/16 | Latin America   | Samovar and Porter.<br>Chapters 5   |
| 10                | 106/04/17 ~<br>106/04/23 | Midterm Exam Week   |                                     |
| 11                | 106/04/24 ~<br>106/04/30 | Germany(other European Countries)   |                                     |
| 12                | 106/05/01 ~<br>106/05/07 | Australia   |                                     |
| 13                | 106/05/08 ~<br>106/05/14 | Arab Cultures   | Samovar and Porter.<br>Chapters 8,9 |
| 14                | 106/05/15 ~<br>106/05/21 | Traditional African Cultures  |                                     |
| 15                | 106/05/22 ~<br>106/05/28 | Japan/Other Asian countries   |                                     |
| 16                | 106/05/29 ~<br>106/06/04 | Fieldtrip to ICRT-B   |                                     |
| 17                | 106/06/05 ~<br>106/06/11 | China/Taiwan  | Samovar and Porter.<br>Chapters 11  |
| 18                | 106/06/12 ~<br>106/06/18 | Final Exam Week   |                                     |
| Requirement       |                          | Cultural Self-Assessment: (10%)<br>Movie Report(20%)<br>Team Presentations and Reports: (25%+25%=50%)<br>Midterm and Final Exam:20% |                                     |
| Teaching Facility |                          | Computer  |                                     |
| Textbook(s)       |                          | Larry Samovar, Richard Porter, Edwin McDaniel, Carolyn Roy, 2012, Communication<br>Between Cultures, Cengage Learning               |                                     |
|                   |                          |   |                                     |

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|-------------------------|---|
| Reference(s)            |   |
| Number of Assignment(s) | (Filled in by assignment instructor only)   |
| Grading Policy          | <p>◆ Attendance :            %    ◆ Mark of Usual :            %    ◆ Midterm Exam : 10.0 %</p> <p>◆ Final Exam :    10.0 %</p> <p>◆ Other &lt; assignments &gt; : 80.0 %</p>   |
| Note                    | <p>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> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p> |