



Summer Institute for Intercultural Communication

SYLLABUS: Academic Credit; Fall 2011

- Class #:** EPFA 410 for Undergraduates
EPFA 510 for Graduates
- Course #:** For Undergraduate Credit: *To Be Announced*
For Graduate Credit: *To Be Announced*
- Credit Options:** 2 Quarter Credits (1.3 Semester Credits) for a 3-day Workshop
3 Quarter Credits (2 Semester Credits) for a 5-day Workshop
- Instructors:** Janet Marie Bennett, Torey Browne, Chris Cartwright,
and Dorothy Sermol
- Dates:** **3-Day Workshops**
Wednesday-Friday, 9:00 am– 5:00 pm; July 13-15, 2011 and/or
Monday-Wednesday, 9:00 am– 5:00 pm; July 25-27, 2011
+ Assignments completed in the Fall
- 5-Day Workshops**
Monday-Friday, 9:00 am– 5:00 pm; July 18-22, 2011 and/or
Monday-Friday, 9:00 am– 5:00 pm; July 25-29, 2011
+ Assignments completed in the Fall
- Location:** Summer Institute for Intercultural Communication at Reed College
3203 SE Woodstock Blvd. Portland, Oregon 97202

This course is offered cooperatively with the Intercultural Communication Institute and Continuing Education/Graduate School of Education at Portland State University.

COURSE DESCRIPTION:

The Summer Institute for Intercultural Communication (SIIC) is a professional development program that will allow you to explore the skills, techniques, theories and applications of intercultural communication in a variety of professional contexts. Through an intensive, enrollment-limited workshop with well-known leaders in the field, you have the opportunity to explore the foundations of intercultural communication, gather resources and network with other professionals in a stimulating and supportive environment.

Leading scholars, educators, and training professionals from around the world conduct 3-day and 5-day courses on a variety of topics, as well as one-day and 2-hour evening presentations. You also have access to an extensive library of intercultural resources, as well as a specialized bookstore on intercultural topics.

OBJECTIVES:

You will have the opportunity to:

- Review the intercultural perspective as it relates to a wide arena of applications.
- Explore approaches for developing and implementing educational strategies appropriate for a specific audience.
- Examine a variety of orientation, training, and educational approaches and the learning resources available for implementing them.
- Participate in simulations, exercises, and experiential learning activities to improve your own skills.
- Explore methods for gaining institutional/corporate/agency support for intercultural programming.
- Assess models of cultural diversity and training programs, and their impact on people and organizations.
- Gain familiarity with instruments and tests used in a variety of intercultural contexts.
- Consider the ethical and professional responsibilities of models of intercultural education, training, and orientation.
- Develop competency in working across cultures to teach, manage, and interact in our increasingly diverse and pluralistic world.

In addition to these overall goals for SIIC, each workshop has its own unique goals, which are described in the SIIC brochure and online.

PREREQUISITES:

While there are no specific prerequisites, you should be familiar with social science theory and methodology through upper division or graduate coursework in such areas as sociology, psychology, anthropology, and human communication.

INSTRUCTORS:

Each workshop has one or two faculty members who facilitate your session. Two different faculty members, who also have long histories of working in intercultural communication and adult learning, will evaluate the papers you write for the course.

Janet Marie Bennett, PhD, founded the Intercultural Communication Institute (ICI) and now directs the University of the Pacific individualized Master of Arts in intercultural relations. She specializes in developing theory and training methods in intercultural communication. Dr. Bennett created the liberal arts program at Marylhurst University and facilitates professional development for university faculty and administrators, international student advisors, health care providers, corporate managers, caseworkers, and others in the private and public sectors. She was granted the Senior Interculturalist Award from the International Society for Intercultural Education, Training, and Research, as well as the Golden Penguin Award from the Oregon Chapter of the American Society of Training and Development.

Torey Browne, MAIS, is the assistant director of graduate programs and faculty advisor at the Intercultural Communication Institute, as well as faculty at Marylhurst University. Her academic interests include human communication, specifically intercultural communication, (both global and domestic), and how it relates to social justice. In a previous life, Torey was a surgical nurse and a track and field athlete. Her current passions include international outrigger canoe racing, sojourning in the South Pacific, block printing and shopping for shoes (not necessarily in that order).

Chris Cartwright, MPA, is the director of intercultural assessment at the Intercultural Communication Institute, as well as a doctoral student in educational leadership at Portland State University. He recently served as dean of academic programs for the International Partnership for Service-Learning and Leadership. He frequently teaches, trains, and offers presentations on issues surrounding leadership development, educational assessment, training & development, volunteer management, international education, service-learning, social justice and intercultural competency.

Dorothy Sermol, MA, is the director emeritus of Intercultural Communication Solutions, through which she designed and conducted training programs in intercultural communication and diversity. Gender issues, acculturation, and conflict management for higher education, healthcare, social services, and private industry.

REQUIRED READING:

You will receive a list of required texts/readings when you are taking the course for credit. The SIIC bookstore will have most of the texts available for purchase, and the ICI research library, with approximately 29,000 items, will be available to you as well.

In addition to the reading list for each workshop, you will also receive an extensive SIIC Resources Guide with a bibliography and a comprehensive list of resources.

ASSIGNMENTS and ACTIVITIES:

When taking a workshop for credit, you are required to:

1. attend the entire workshop,
2. complete the readings, and
3. complete a series of assignments;
 - short assignments (1 for a 3-day/2 credit workshop & 2 for a 5-day/3 credit workshop) due September 15, 2011
 - long assignment (1 for either type of workshop with differing lengths depending on the number of days/credits), due November 1, 2011

You will note that there is a choice of assignments at both the short and long assignment level. These assignments are designed to enable people with different preferred learning styles to find projects that best demonstrate their comprehension and mastery of the workshop content.

Short Assignments:

1. Interviews: The first activity asks you to interview fellow interculturalists from your SIIC workshop or from your professional world. If possible, the interviews should be with professionals from the topic area that is the focus of the final paper. The interviews should focus on:

- a. How they got involved in the intercultural field.
- b. What their current practice involves.
- c. What knowledge they have gained that is most helpful to them as practicing interculturalists.
- d. What knowledge they feel they are missing and why.
- e. What knowledge and skill they think is most important for an interculturalist to possess and why.

Specific instructions:

- If you are taking the course for 2-credits (a 3-day workshop), you should interview two workshop participants or professional colleagues in the field as well as yourself (for a total of three) and write up an analysis of the findings. (3 to 4 pages)
- If you are taking the course for 3-credits, you should interview three workshop participants or professional colleagues in the field as well as yourself (for a total of four) and write up an analysis of the findings. (5 to 6 pages)

(OR)

2. Important Learning Paper: Select four to seven important ideas, concepts, techniques, processes, theories, approaches, or insights you gained from your SIIC workshop (and associated readings if you like) and discuss:

1. why each of those elements is meaningful for you, and
2. how you will apply each of them to your professional work, academic studies, and/or personal life (please provide specific examples).

Specific instructions:

- If you are taking the course for 2-credits (a 3-day workshop), the paper should be 3-4 pages;
- If you are taking the course for 3-credits (a 5-day workshop), the paper should be 5-6 pages

(OR)

3. Hot Topic Paper: Write a short paper on a single topic covered in your workshop that you found particularly intriguing. You should define the topic for the reader, explain why you found it intriguing, and finally, how you plan to use or implement this topic upon return to your work or studies after SIIC.

Specific instructions:

- If you are taking the course for 2-credits (a 3-day workshop), the paper should be 3-4 pages;
- If you are taking the course for 3-credits (a 5-day workshop), the paper should be 5-6 pages

(OR)

- 4. Transformational Reflections:** Discuss how the learning you received blends theory and practice in ways that are useful for you. For example, you might reflect on how a specific theory or model you learned will help you in pursuing your personal interests or professional goals and how your behavior or practice may change because of this new knowledge. This reflection is designed to allow you to take a look at the coherence and relevance of your learning to your life or work

Specific Instructions:

- If you are taking the course for 2-credits (a 3-day workshop), the paper should be 3-4 pages;
- If you are taking the course for 3-credits (a 5-day workshop), the paper should be 4-5 pages
- In this paper, the goal is to reveal your understanding of the knowledge you gained from the workshop from the perspective of how that new knowledge and/or skills will affect your personal and professional life. Examples of how the learning has led to new personal insights will be an effective way of bringing life to the transformative experience.

DUE DATE FOR SHORT ASSIGNMENTS: Complete the short assignment(s) and send them to Chris Cartwright at ICI (cartwrightc@intercultural.org) by September 15, 2011.

Long Assignment:

Prepare a Written Project: In the written project, you will explore theories of intercultural relations/competency (**whether in global or domestic settings**) and the subject matter of the workshop. You will also consider how your learning can be applied to practical situations or literature in the field.

- If you are taking the course for 2-credits (a 3-day workshop), the paper should be 15-20 pages, plus references;
- If you are taking the course for 3-credits (a 5-day workshop), the paper should be 20-25 pages, plus references.

SIIC workshops typically offer background in three key areas:

- Intercultural content (theory, culture specific information, research)
- Instructional design (sequencing, pacing, developmental appropriateness)
- Methods (training strategies)

Therefore you have three options available for your final papers. You may choose one of the following:

1. **Prepare a proposal for an intercultural training program** of at least eight hours, including objectives, topics, design, theory behind the topics and design, definitions, activities to be conducted, rationale, and handouts.

OR

2. **Design a course syllabus** that is related to your workshop in intercultural relations. If possible, the design of the course should be for an organization or institution you are involved with, and at a level appropriate for the population you want to teach.

Do not simply submit the syllabus - analyze why specific theories were applied. Write an explanation that includes objectives, design, topics, definitions, theory behind the topics and design, rationale, assignments, and a sample of handouts suitable to learning styles of students. (A 10-week term is suggested.)

Some Suggestions for Completing a Practical, Application-based Assignment
(*options 1 & 2 above*)

- Describe your audience, taking into account all the cultural variables that will impact their learning.
- State your goal for the project.
- Describe your learning objectives.
- Discuss teaching/training methods you will use: experiential, cognitive, lecture, etc., and the rationale for them.
- Explain the sequence in which you are ordering your topics and activities, and your rationale for the choice.
- List at least three ethical issues you must consider in delivering this training or course.
- Describe how you will evaluate the success of your project, curriculum, or training.

Remember, it is important to apply the theoretical concepts to your specific plan. For example, one theoretical concept you may have covered in a session is individualism–collectivism. If applicable to your plan, you would explain relevant theoretical aspects and apply the insight from theory to your specific plan.

OR

3. **Prepare a literature review** that provides an in-depth exploration of one area of intercultural relations that was presented in your workshop. The paper should conclude with a consideration of how the knowledge from the literature might be applicable to your work or life.

Some Suggestions for Completing the Literature Review Assignment (*option 3 above*)

You may wish to choose this option if there is a specific topic that has captured your imagination during SIIC, and that you wish to pursue for more in-depth exploration.

- Develop a research question or statement of purpose to guide you in your completion of the paper.
- Identify the literature you plan on using.
- Create a bibliography of the literature.
- Remember that a literature review places emphasis on the conversation that the authors are having with each other through their writings. Focus on what the various authors are communicating to each other on the topic.
- The literature review should emphasize the connections between the theories and the research discussed in the workshop and presented in the literature.
- Outline your paper using clear headings to guide the reader from Introduction to Discussion and Conclusions.

DUE DATE FOR LONG ASSIGNMENTS: Complete the last activity and send it to Chris Cartwright (cartwrightc@intercultural.org) at ICI by November 1, 2011.

SUBMITTING YOUR PAPER(S):

Papers submitted for academic credit will be read by Torey Browne or Chris Cartwright or Dorothy Sermol. If you have questions about the written assignment, you may contact Chris Cartwright at 503-297-4622 or email him at cartwrightc@intercultural.org.

Deadlines:

Assignment Title	Deadlines	Send to:
Short Assignment(s)	Thursday, September, 15, 2011	Chris Cartwright, cartwrightc@intercultural.org
Long Assignment	Tuesday, November 1, 2011	Chris Cartwright, cartwrightc@intercultural.org

Your final paper (Long assignment) should be mailed or e-mailed no later than November 1, 2011 to:

Chris Cartwright
c/o ICI
8835 SW Canyon Lane, Suite 238
Portland, OR 97225

Or sent via e-mail to: cartwrightc@intercultural.org

We will notify you when we receive your paper, so that you know it arrived safely.

Please follow the instructions below:

- Type (12-point font, New Times Roman), double-space, and number your pages.
- Keep a copy of your paper.
- Add a cover sheet for each assignment (*not counted in page count*) and put your name, address, phone number, and email on the cover sheet of your assignment along with the name and number of your workshop.
- On the cover sheet, clearly identify which assignment option listed on pages 3-7 you have chosen (e.g. *Short Assignment; Hot Topic Paper*).
- If sending assignments in the mail, please use paper clips to keep the paper together and do not use folders.
- If using paper mail and wishing to receive a returned paper with comments then please include a **sufficiently stamped, self-addressed envelope** for the return of your paper with comments. If you do not include a stamped, self-addressed envelope, your paper cannot be

returned to you, and the grading faculty will assume you do not want to receive feedback other than your grade.

- We can only return papers with comments if submitted with **sufficiently stamped, and self-addressed envelope**. If you submit your paper electronically then you must send the envelope by post by December 1, 2011 and notify us on the original paper that you are expecting it returned with comments.
- Do not expect your paper to be returned to you immediately. **Grades will be recorded by mid December, and your transcripts will be available online shortly after.** Your paper will be returned to you during winter semester.

GUIDELINES FOR WRITING YOUR PAPER:

The purpose of the assignment is to demonstrate your knowledge of the concepts **presented in the workshop**, and to show your ability to analyze and discuss learning gained from **workshop materials, lectures, and readings**.

The following general guidelines will provide the basic structure and outline for your paper:

- The paper should show that you have read and understood the materials for this course.
- There is a great deal of information offered by your workshop and by the assigned readings, but you may want to add additional readings to help you achieve the goal for your assignment.
- It is important that you incorporate your own thoughts, analysis, and creativity into the paper as well as using ideas and quotes from recognized intercultural experts, theorists, and authors,
- The paper should demonstrate your ability to select an issue, locate relevant literature from texts and articles on the course reading list (or others as needed), analyze and discuss the data, and write a clear, well-organized, and coherent paper.
- You are expected to read all required readings and integrate them into your assignments.
- All papers require a list of references at the end of the paper.
- For a 3-day workshop, you should write a 15-20 page paper, plus references.
- For a 5-day workshop, you should write a 25-30 page paper, plus references.

CRITERIA FOR EVALUATION:

Projects are evaluated on the basis of your ability to:

- Apply the concepts from the reading and the SIIC workshop.
- Synthesize the ideas and principles of intercultural communication, as they apply to your topic.
- Incorporate the new learning appropriately into the professional context. (Graduate students are expected to pay particular attention to the theoretical underpinnings of the method(s) they choose to address in their paper.)

- Address the following elements (whether in a course, training design, literature review, or practitioner research): theory, creativity, clarity, organization, and intercultural competence

GRADING:

All papers will be graded A-F. There are no pass-fail grades. Grading will be based on the following criteria.

“A” is earned by meeting the above criteria, while displaying creativity, insight, and mastery of resources. This involves demonstration of familiarity with course readings.

“B” is achieved through demonstration of thoughtful analysis and synthesis of theory as applied to practice.

“C” is assigned for adequate demonstration of knowledge and understanding as demonstrated in the assignment.

Those taking the course at the graduate level must earn a grade of “B” or better in order to pass the course. Any work completed at “C” level or below may be returned for additional work.

POLICIES:

DISABILITY ACCESS INFORMATION: Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructor for referral to the main SIIC office for services.

LATE OR INCOMPLETE WORK: You need to plan carefully because *incompletes* are not possible.

ATTENDANCE: You are expected to attend your entire SIIC workshop. Please let your instructor know if you need to be away from the workshop for more than two hours of meeting time.

ACADEMIC INTEGRITY: In the PSU Student Conduct Code # **577-031-0136: Proscribed Conduct by Portland State University**

The following constitutes conduct, as proscribed by Portland State University, for which a student or student organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University’s public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
- (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

For information on plagiarism, please visit the following website from the University of Indiana:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

PSU Graduate School of Education (GSE) Vision:

Preparing professionals to meet our diverse communities' lifelong educational needs.

GSE Goals and Purposes:

We prepare our candidates to provide leadership in:

- **Diversity and Inclusiveness:**
 - To work in diverse settings
 - To promote inclusive and therapeutic environments
- **Research-Based Practices and Professional Standards**
 - To critically analyze and implement research-based practices
 - To demonstrate appropriate professional knowledge, skills, and dispositions
- **Impacting Learning and Development**
 - To ensure all learners and clients succeed
 - To use technology to enhance learning
 - To influence policy and provide leadership for organizations
- **Evidence-Informed Decision Making**
 - To use evidence to address problems of practice and make educational and therapeutic decisions