**CTSE 4970\_7970 Spring 2023**

**Auburn University**

Department: Curriculum & Teaching

Course Title & Credit: Effective Communication for Health, Business, and Service Industries; 3 hrs

Room and Schedule: Haley Cener 2213; **T/TH 8 – 9:15 a.m.**

Instructor: Dr. Jamie Harrison [jlh0069@auburn.edu](mailto:jlh0069@auburn.edu)

Phone Number: 334-844-8278

Office: Haley Center 5080

Office Hours: Tues and Thurs 1 – 3 p.m.

**1. COURSE DESCRIPTION**

This course is designed as an overview of culture and language and the ways these interact in a variety of contexts and settings, including healthcare, business, and other service industries. Students will explore their own and other cultures and languages. Students will come away from the course with a better understanding of the barriers and bridges to effective communication with others.

Graduate students will explore a variety of theories, and issues related to language and culture in communication, and research current language and cultural trends and social issues affecting the workplace context of their choice.

**Text:**

**Jackson, J. (2020). Introducing language and intercultural communication. Routledge. ISBN:** 9781138481619

**Course Objectives/Outcomes**

Engaged learners in this course can look forward to:

* demonstrating familiarity with language learning and acquisition processes
* discussing issues related to language and culture from an informed perspective
* demonstrating awareness of the issues involved in communicating with someone with a different language background;
* demonstrating awareness of local and national legal, political and socio-cultural issues related to multilingualism in the U.S. and the world; and,
* exhibiting greater appreciation for the resources multilinguals bring to our schools, communities, and workplaces.

Active Learning Environment

This course has been designed with an active learning framework intended to integrate learning goals, teaching & learning activities, and feedback & assessment. This means you should expect to see a direct relationship between course goals, what we do in class, and how you are assessed. A variety of teaching and learning experiences have been designed for this course to support the six key dimensions of significant learning (Fink, 2003).

|  |  |
| --- | --- |
| Figure 1. The key components of an integrated course design. (Fink, 2003). | Figure 2. The taxonomy of significant learning (Fink, 2003). |

Fink, L.D. 2003. A Self Directed Guide to Designing Courses for Significant Learning. San Fransisco: Jossey-Bass.

**2. COURSE REQUIREMENTS**

**COURSE REQUIREMENTS**

**Assignments and Points: All assignment descriptions will be provided in class**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Possible** | **Due Date** |
| Discussion Response Posts | 10 x 12 = 120 | Weeks 2-13 |
| Language and Culture in the News | 80 | Dates vary according to sign up |
| Midterm Exam | 200 | Week 7 |
| Language and Culture in Context Article Summary and Critique | 100 | Week 8 |
| Language Learning Journal and Reflection | 100 | Week 12 |
| Final Exam | 200 | Week 16 |
| **UNDERGRADUATE TOTAL:** | **800** |  |
| **Graduate Student: Discussion Lead** | **10 x 10 = 100** |  |
| **Graduate Student: Academic Research Presentation** | **100** | **Weeks 14 - 15** |
| **GRADUATE TOTAL:** | **1000** |  |

**Grading Scale**

A 100-95% B+ 89-86% C+ 79-76% D+ 69-66% F 59-0%

A- 94-90% B 85-83% C 75-73% D 65-63%

B- 82-80% C- 72-70% D- 62-60%

Attendance and Participation: Active learning experiences are only as powerful as you, the students in class, make them. Therefore, it is really important that you come to class each week and that you come prepared for group interactions and class discussions. **More than two unrequested and/or unexcused absences will result in a 10% reduction on your final average.**

Late Assignments: Late assignments lose 10% credit per unexcused day late to a maximum of 30% lost credit. Late work will not be accepted past 2 weeks from due date.

Assigned Readings: Beyond the required textbooks, some additional readings will be available in Canvas. Readings will be discussed in various manners ranging from course Canvas discussions to embedded in class assignments. These readings contain information that will be included in the group quizzes, reflections, projects, examinations, and other course requirements.

Justification for Graduate Credit: Graduate students will gain experience leading preparing for and leading small group discussions. They will also prepare and deliver a presentation on a topic of interest related to language and culture in a context that is relevant to them.

.

**3. COLLEGE AND UNIVERSITY POLICIES**

**Participation:** Students are expected to attend class and participate in all class discussions, exercises, and activities.

It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible

for initiating arrangements for missed work.

**Attendance/Absences:** **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).

**Accommodations:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:** All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:** Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:** The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475.

**Student eHandbook:** <http://www.auburn.edu/student_info/student_policies/>

**Additional Resources:**

***Health and Wellness Resources*** <https://cws.auburn.edu/studentAffairs/healthAndWellness/>

***Academic Support Services:*** <http://www.auburn.edu/academic/provost/undergrad_studies/support/>

4. TENTATIVE SCHEDULE\*+

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Topics | Prior to Class Meeting | Tuesday | Thursday | Assignments |
| 1: 1/12 | Course Introduction | Reading:  Syllabus |  |  | \*Order/access textbook  \*Choose language for language learning assignment  \*Identify multilingual for interview  \*Sign ups |
| 2: 1/17 – 1/19 | Language Diversity in the U.S. | See links in Canvas |  |  | DRP 1 |
| 3: 1/24 – 1/26 | Why study language and intercultural communication? | Jackson, Chapter 1 | Reading Discussion Groups: Harrison Lead | **NO F2F CLASS/ONLINE MATERIALS** | DRP 2 |
| 4: 1/31 – 2/2 | Culture and socialization | Jackson, Chapter 2 | Reading Discussion Groups: Harrison Lead | LCN 1 | DRP 3 |
| 5: 2/7 – 2/9 | Language, communication, culture, and power in context | Jackson, Chapter 3 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 2 | DRP 4 |
| 6: 2/14 – 2/16 | Language and nonverbal communication | Jackson, Chapter 4 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 3 | DRP 5 |
| 7: 2/21 – 2/23 | Language and identity in intercultural communication | Jackson, Chapter 5 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 4 | DRP 6  Midterm Exam (TH) |
| 8: 2/28 – 3/2 | Ethnocentrism and Othering: Barriers to intercultural communication | Jackson, Chapter 6 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 5 | DRP 7  Article Summary and Critique Due |
| SPRING BREAK MARCH 6 - 10 | | | | | |
| 9: 3/14 – 3/16 | Intercultural transitions: From language and culture confusion to adaptation | Jackson, Chapter 7 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 6 | DRP 8 |
| 10: 3/21 – 3/23 | Language and intercultural relationships | Jackson, Chapter 8 | Reading Discussion Groups:  **NO F2F CLASS/ONLINE MATERIALS** | **NO F2F CLASS/ONLINE MATERIALS** | DRP 9 |
| 11: 3/28 – 3/30 | Language and intercultural conflict | Jackson, Chapter 9 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 8 | DRP 10 |
| 12: 4/4 – 4/6 | Language and intercultural communication in the global workplace | Jackson, Chapter 10 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 9  LCN 10 | DRP 11 |
| 13: 4/11 – 4/13 | Language, interculturality, and global citizenship | Jackson, Chapter 11 | Reading Discussion Groups: \_\_\_\_\_\_\_\_\_ Lead | LCN 11  LCN 12 | DRP 12 |
| 14: 4/18 – 4/20 |  |  |  | LCN 13  LCN 14 |  |
| 15: 4/25 – 4/27 |  |  | Graduate Student Presentations | Graduate Student Presentations  Final Exam Review |  |
| Date: TBA | FINAL EXAM |  |  |  |  |
|  |  |  |  |  |  |

\*Please note that this is a tentative summary of the schedule and activities/due dates may change during the semester. Follow the assignments as posted on the weekly modules in Canvas. Pay attention to Announcements as I often clarify assignments & due dates that way.

+If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Here is a link to the official AU academic calendar: <http://www.auburn.edu/main/auweb_calendar.php>