SYLLABUS:

Summer Institute for Intercultural Communication

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 for a 3-day Workshop
3 Quarter Credits for a 5-day Workshop

Instructors: Dorothy Sermol and Barbara Kappler Mikk

Dates:
3-Day Workshops
Wednesday-Friday, 9:00 am– 5:00 pm; July 14-16, 2010 and/or
Monday-Wednesday, 9:00 am– 5:00 pm; July 26-28, 2010
+ Assignments completed in the Fall

5-Day Workshops
Monday-Friday, 9:00 am– 5:00 pm; July 19-23, 2010 and/or
Monday-Friday, 9:00 am– 5:00 pm; July 26-30, 2010
+ 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 in which participants explore methods and models of
intercultural training by attending 3-day and/or 5-day intensive courses that explore
the skills, techniques, theories, and applications of intercultural communication in a
variety of professional and personal contexts. Through intensive, enrollment-limited
workshops with well-known leaders in the field, participants have the opportunity to
explore the foundations of intercultural communication and cutting-edge research and
topics, gather resources, and network with others in a stimulating, supportive, and
inclusive 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. Participants also have access to an extensive library of intercultural
resources, as well as a specialized bookstore on intercultural topics.
OBJECTIVES:
Participants 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 their own skills.
• Explore methods for gaining institutional/corporate/agency support for intercultural programming.
• Assess models of cultural diversity programs and training and the 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 in their work 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, participants should be familiar with social science theory and methodology through upper division or graduate coursework in areas such sociology, psychology, anthropology, and human communication.

INSTRUCTORS:
Each workshop has one or two faculty members who facilitate your session. The papers you write for the course will be evaluated by two different faculty members who also have long histories of working in intercultural communication and adult learning.

Dorothy Sermol, M.A., is the director of Intercultural Communication Solutions, through which she designs and conducts training programs in intercultural communication and diversity. She currently teaches core courses in training and development and intercultural communication for at Portland State University.

Barbara Kappler Mikk, Ph.D., is the assistant director of International Student and Scholar Services at the University of Minnesota, where she is responsible for intercultural training programs. She is also adjunct faculty with the College of Education at the University of Minnesota where she teaches intercultural training design.
REQUIRED READING:

All participants receive a packet of readings for each individual workshop. There is also a list of required texts/readings for those taking the course for credit. The SIIC bookstore will have the texts available for purchase, and the ICI library, with approximately 29,000 items, will be available for participants to visit and to order readings from.

Workshop participants also receive an extensive bibliography and a comprehensive resource guide, in addition to the reading packet for each workshop they take.

ASSIGNMENTS:

All participants taking a workshop for credit are required to attend the entire workshop, complete the readings, and complete a written project to earn credit in the course. All assignments ask learners to produce three papers (a) a participant interview paper, (b) an outline for assignment (c), and (c) a paper applying the learning from the workshop to practical settings or literature in the field. In the paper, learners reveal their understanding of the theories of intercultural relations (including both global and domestic diversity) and the subject matter of the workshop, and how their learning can be applied to practical situations or literature in the field.

SIIC workshops tend to focus primarily on one of three areas:
- Intercultural content (theory, culture specific information, research)
- Instructional design (sequencing, pacing, developmental appropriateness)
- Methods (training strategies)

A Participant Interview paper:
Please interview participants from your workshop (plus yourself) and report back to your graders;
(a) How they plan to use the information from the workshop in their practice &
(b) How they got involved in the Intercultural Field

- Students taking the course for 2-credits should interview two workshop participants (plus themselves) so 3 write-ups total.
- Students taking the course for 3-credits should interview three workshop participants (plus themselves) so 4 write-ups total.

B Outline for the Application Assignment paper; a 1-page outline of the topic chosen for the Application Assignment to be sent early in the Fall to make sure you’re on-track for your writing assignment

C Application Assignment paper; three options are available. You may prepare a:

1. 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. 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.
   Or
3. Course syllabus that is related to your workshop in intercultural relations. If possible, design the course for your organization or institution at a level appropriate for the population you want to teach.

Do not simply submit the syllabus; we want to see an application of the theories you learned. 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**

- 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.

**Some Suggestions for Completing the Literature Review Assignment**

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 saying 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.
GUIDELINES FOR WRITING YOUR PAPER:
The purpose of the assignment is to demonstrate 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 put 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 the learner’s ability to:

• Apply the concepts from the reading and the SIIC workshop.
• Synthesize the ideas into a coherent and realistic program following the principles of intercultural communication.
• 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 or training design or a literature review:
  1. **Theory:** Use an appropriate framework in applying theory covered in this course. Explicitly apply theory in your discussion, including use of technical and intercultural communication language where appropriate.
  2. **Creativity:** Put together diverse concepts to shed light on your discussion of the issues; analyze facts to reach a unique solution or conclusion. Handle your
topic originally and analytically within the discipline of intercultural communication.

3. **Clarity:** State your arguments or analytical points precisely, concisely, and fully. Your ideas should be understandable, clear, specific, and related to intercultural communication.

4. **Organization:** Provide information to develop each topic and point fully, offering clear details and supports, i.e., give examples of what you are writing about. The examples should be a mixture of personal experiences, author’s insights, and theoretical inputs.

For example, instead of saying “films will be shown in the training session,” you should state which films, for what purpose in terms of program objectives, and other pertinent points relating to the film’s suitability to the topic and audience.

Use headings, topic sentences, summaries, and conclusions that are appropriate to your topic. Since the reader may not be familiar with your particular area of expertise, give extra attention to clarity and transitions between ideas.

5. **Style:** Include a total of at least 15 sources from the course texts and articles in particular and intercultural communication literature in general. We prefer that you use the American Psychological Association (APA) style manual. If you use a different style, such as MLA, please identify that style when you submit your paper.

6. **Intercultural Communication:** Write the paper so it reflects your cultural sensitivity and competence as well as your knowledge of intercultural communication perspective and theories.

**SUBMITTING YOUR PAPER (S):**

Papers submitted for academic credit will be read by Dorothy Sermol or Barbara Kappler Mikk. If you have questions about the written assignment, you may contact Kent Warren at 503-297-4622 or email him at kwarren@intercultural.org.

**Deadlines:**

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<thead>
<tr>
<th>Assignment</th>
<th>Assignment Title</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>A</td>
<td>Participant Interviews</td>
<td>Wed. September, 15, 2010</td>
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<tr>
<td>B</td>
<td>Outline for Application Assignment</td>
<td>Wed. September, 15, 2010</td>
</tr>
<tr>
<td>C</td>
<td>Application Assignment Paper</td>
<td>Mon. November 1, 2010</td>
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Your paper should be mailed no later than November 1, 2010 to:

Kent Warren
c/o ICI
8835 SW Canyon Lane, Suite 238
Portland, OR 97225

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, Times New Roman), double-space, and number your pages.
• Keep a copy of your paper.
• Put your name, address, phone number, and email on the cover sheet of your assignment along with the name and number of your workshop.
• At the beginning of your paper describe which one of the three assignment options (listed on page 3) you have chosen.
• Use paper clips to keep the paper together and do not use folders.
• 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 Dorothy or Barbara will assume you do not want to receive feedback other than your grade.
• Do not expect your paper to be returned to you immediately. Grades will be recorded by December 17, 2009, and your transcripts will be available online shortly after. Your paper will be returned to you during winter semester.

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 through all of the above, plus 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 incompleted are not possible.

ATTENDANCE: Participants are expected to attend their 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