

**LLD 271: INTERCULTURAL COMMUNICATION  
AND SECOND LANGUAGE ACQUISITION  
Fall 2018**

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Department: LLD

College of Humanities and the Arts, San José State University.

Course Title:	LLD 271: INTERCULTURAL COMMUNICATION AND SECOND LANGUAGE ACQUISITION
Section: Course Number	01 40172
Class Hours & Location:	Tuesday/Thursday 1330-1445 hours
Office Hours:	M, T, W, & TR 1300-1330
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**Course Description**

*Catalog Text:* The social and cultural factors that affect first and second language acquisition and use. Understanding how to function in intercultural settings. Prerequisite: Ling. 101

*Expanded Description:* The primary goal of this course is to prepare prospective second/foreign language teachers with the knowledge, skills, and dispositions they will need in order to work effectively in any classroom in which cultural, class, gender, and other differences play a role. Such differences exist in all classrooms, whether in ESL or EFL settings. Students will (1) become familiar with theories and models that are used to explain the dynamics of intercultural communication, both verbal and non-verbal; (2) develop skills for building a positive intercultural environment for learning in second/foreign language classrooms, and (3) refine and articulate attitudes and beliefs that are conducive to creating positive intercultural relations beyond the classroom.

**Prerequisites**

Ling 101; enrolled graduate students in MA TESOL or MA LING. Other majors may add if there is space and by permission of instructor.

**Required Materials**

- Articles that are made available on canvas
- Jackson, J. (2014). *Introducing Language and Intercultural Communication*. Routledge Publishers (Taylor & Francis Group) - (ILIC in Course Calendar)
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven & London: Yale University Press. (CGLE in Course Calendar)
- Class website hosted by Canvas

## Student Learning Objectives

By the end of the course, students will be able to

- Define key terms such as race, ethnicity, and culture;
- Self-reflect on who they are and how their biases and prejudices could affect classroom management;
- Explain the relationship between culture and language;
- Explain how concepts of culture have changed from early theorizing to the present;
- Identify and critique theories that have attempted to explain the role of culture in language teaching and learning;
- Articulate how culture affects classroom dynamics, including the teacher's own implicit cultural assumptions;
- Identify cultural stereotypes and their impact on teaching and learning within and beyond the classroom;
- Articulate how power dynamics play a role in ESL/EFL classrooms;
- Create a classroom environment that promotes a sense of community and respect for differences;
- Assist language learners in acquiring global cultural competence to function effectively in intercultural settings;
- Conduct a pilot study in order to learn more about a specific topic related to culture and intercultural communication.

## Assignments and Grading

- *Journal on intercultural communication*: The journal is a reflective tool to help you articulate your thoughts on course topics and issues, including readings. You will be expected to write a total of 4 journal entries, approximately two pages, 1.5 spaced. You will also pair up with another person in the class and get that person's comments/feedback which you will have to attach with your journal. (20% of your course grade). *The four concepts that you will have to think about and write on are as follows*: 1. Culture as a cognitive system with examples from your life, 2. Globalization, English language education, and inequality, 3. (inter)cultural (conflict management) competence, 4. Technology and Intercultural Communication. 5 X 4 = 20% **(Due dates: 9/6, 9/21, 10/18, & 11/8)**

- *Student-facilitated discussion.* You will facilitate a class discussion on one of the readings. (10%). – Not more than 10 PowerPoint slides – maximum 12 slides including the title slide – if number of slides exceed 12, you will not get full points for your presentation. Body should have a minimum 24 font size – Calibri light or Calibri with 1.5 spacing
- *Literature review* on a specific theme related to culture and intercultural communication. (30%). You can choose any theme related to the goals of our course. The literature review will have to be at least 4 pages 1.5 spaced 12 font (preferred font: Calibri or Calibri light or Times New Roman) **Due: October 25**
- *Self-reflective study (40%):* Throughout the course, think about how your cultural membership will affect the way you will teach an adult ESL class consisting of students from diverse cultures (or you can choose one specific cultural group). Write a short essay of 5 pages double spaced 12 font, initially describing who you are, your cultural membership and the class, and later the cultural strategies and the teaching techniques that you will use for effective teaching in terms of your student population. Your essay must include a description of why you think your use of techniques and strategies will be very effective for your student population. **Due: December 13, 2018**

## Grading

Incompletes are rarely given and must be negotiated with your instructor.

### Grading Percentage Breakdown:

98-100	A+
93-97	A
90-92	A-
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-75	C
70-72	C-
66-69	D+
65 or below:	F

### ***Penalty for late or missed work (assuming you have no medical excuse):***

Late 3 days or fewer: Minus 2 points.

Late 4 days to 7 days: Minus 3 points.

Late more than 7 days: Minus 4 or more points

## **Tentative Course Calendar** (subject to change with fair notice)

### **Week 1**

**8/21:** Introduction, names activity - YouTube Video Clip

8/23: Chapter 1: ILIC – Why study language and intercultural communication  
& Chapter 1: CGLE: The lay of the land

Swathi - Discussion

### **Week 2**

8/28: Chapter 2: start with self-reflection – who am I?

ILIC – The history of the study of language and intercultural communication

CGLW – Culture and its complexities

Swathi – Discussion

8/30: Chapter 3: ILIC – Culture and primary socialization process

Swathi - Discussion

### **Week 3**

9/4 Huntington (2004) – The Crisis of National Identity –

Presenter 1:

9/6 Maalouf (2000): My Identity, my allegiances & Howard Ramos (2001): It was always there. Presenter 2:

**9/6: Journal 1 due**

### **Week 4**

9/11: Chapter 4: ILIC – Language, Communication, Culture and Power in Context:

Presenter 3.

9/13: Chapter 3: CGLE: Cultural globalization and its processes

Presenter 4:

### **Week 5**

9/18: Chapter 5: ILIC – Language and nonverbal communication

Presenter 5

9/20: Chapter 6: ILIC Language and Identity in Intercultural Communication

Presenter 6:

### **Week 6**

9/25: Chapter 7: ILIC Ethnocentrism and othering: barriers to intercultural communication. Presenter 7:

9/27: Chutney video

**9/27: Journal 2 due**

### **Week 7**

10/2: Chapter 8: ILIC Intercultural transitions: from language and culture shock to adaptation. Presenter 8:

10/4: Chapter 9: ILIC Intercultural interpersonal relationships.  
Presenter 9:

### **Week 8**

10/09: Chapter 10 ILIC: Managing language and intercultural conflict  
Presenter 10:

10/11: Chapter 11: ILIC Language and intercultural communication in the global workplace. Presenter 11

### **Week 9**

10/16: Chapter 12: Global citizenship and intercultural communicative competence.  
Presenter 12:

10/18: Huntington (2004) – The crisis of National Identity – Presenter 13

10/18: Maalouf (2000) & Ramos (2001) – Chapters on Identity - swathi – discussion

**10/18: Journal 3 due**

### **Week 10**

10/23: Canagarajah (2013). Agency and power in intercultural communication  
Presenter 14:

10/25: Pesfield-Neofitou (2012) Digital natives and native speakers  
Presenter 15:

**10/25: Literature review due**

### **Week 11**

10/30: CGLE Chapters 5 & 6 : Cultural assimilation and its delusions & Cultural hybridity and its discontents

Presenter 16

11/1: CGLE Chapter 8 & 9: Cultural realism and its demands & Cultural realism and pedagogic principles

### **Week 12**

11/6 & 11/8: student presentations on their review papers and what they are working on for their final paper (each 15 minutes) – 4 presentations a day

**11/8: Journal 4 due**

### **Week 13**

11/13 & 11/15: student presentations on their review papers and what they are working on for their final papers (each 15 minutes) – 4 presentations a day

**Week 14**

11/20: Marcoccia (2012) The internet, intercultural communication, and cultural variation – Class discussion

11/22: No Class – Thanksgiving

**Week 15**

11/27 & 11/29: Review sessions

**Week 16**

12/4 Final paper

12/6 Final paper

**Exam Period: Dec. 13: *Final papers due; celebration potluck***

**University, College, or Department Policy Information****a) Academic integrity statement (from Office of Judicial Affairs):**

“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at

[http://www.sjsu.edu/studentconduct/Students/Student\\_Academic\\_Integrity\\_Process/](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/)

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Please read and the SJSU definition of plagiarism, found on Judicial Affairs website at [http://www.sjsu.edu/studentconduct/Students/Student\\_Academic\\_Integrity\\_Process/](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/) If you have any questions, please ask your instructor.

**b) Cell Phones:**

Students will turn their cell phones off or silence them while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**c) Adding and dropping:**

“You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at

<http://www.sjsu.edu/aars/policies/latedrops/policy/> .

**d) Department Policy on Professional Behavior in Field Experiences or Internships:** Students in the LLD and Linguistics programs often are required to complete field experiences or internships in their courses. Such field experiences may include, but are not limited to, observations, interviews, language data collection, and student teaching. When they carry out these tasks, students play an important role in the community because they represent not only themselves, but also the University. Thus, they are expected to behave in a professional manner in all interactions with language informants, interviewees, teachers whom they observe, teachers in whose classes they do their practice teaching, ESL students whom they observe or teach, program coordinators or supervisors, and other people with whom they have professional interactions in the community. Behaving in a professional manner includes treating people with respect and dignity, being on time and well organized, following through on commitments, communicating to others clearly, and refraining from any activities, comments, or jokes that could be construed as sexually harassing, racist, ethnocentric, or in any way culturally insensitive.

**e. Classroom participation:** It is expected that you attend every class, arrive on time and stay till the end. Though some people may be more comfortable talking in groups than others, all students are expected to participate in class discussions.

## **Student Resources**

### **a. Technology**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall, as well as in the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

### **b. Accessible Education Center (formerly Disability Resource Center)**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with the Center as soon as possible. Students who wish to have special accommodations because of a disability must register with the Center <http://www.sjsu.edu/aec/> to establish a record of their need. (Please let your instructor know as soon as possible in order to more effectively accommodate your needs.) Your needs will remain confidential.

**c. The SJSU Writing Center**

The Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. Students who want to improve their writing skills are strongly encouraged to make use of this resource. It is best to make an appointment ahead of time. <http://www.sjsu.edu/writingcenter/>

**d. Peer Connections locations:**

- 1st floor, Clark Hall o Student Services Center 600
- Living Learning Center, Campus B village, 1<sup>st</sup> Floor

<http://peerconnections.sjsu.edu>

All university policies with regard to this course can be accessed in the following university website. You are expected to be familiar with all these policies. Thanks:

<http://info.sjsu.edu/static/catalog/policies.html>