

## Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:

**Intercultural Communicative Competence**

Basic objectives for preparatory work:

- Define the term “intercultural communicative competence”.
- List the six fundamental patterns of cultural differences in DuPrav and Axner’s (1997) research article.
- Construct one example for each of the six patterns of cultural differences discussed (e.g., non-verbal communication is an important aspect of communication styles).
- Describe one developing country you want to learn more about and why.

Advanced objectives for classwork & after class work:

- Create a memo (~250 words) to train Peace Corps volunteers traveling to (a developing country of your choice).
- Identify key patterns of cultural differences specific to the country that covers the basic and most essential components of effective cross-cultural communication.
- Use the two evidence-based research articles within your memo to support your argument.
- Justify one personal and one career advantage of learning about intercultural communicative competence.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 minutes	<b>Reading/Informal Quiz.</b> As a class, we will discuss each quiz question that they previously answered on their own together.	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Students’ notes from their reading</li> <li>• Powerpoint slide with quiz questions</li> </ul>

Middle of period	15 minutes	<b>Instructor-led discussion on Intercultural-Communicative Competence.</b> We will watch a video of one peace corps volunteer's journey to Guinea and then discuss as a class the cross-cultural patterns observed in the video.	<ul style="list-style-type: none"> <li>• Video clip of Volunteering in Guinea</li> <li>• Dry Erase Markers</li> <li>• White Board</li> <li>• Students' participation in identifying cross-cultural patterns</li> </ul>
Middle of period (use if needed)	25 minutes	<b>Group work.</b> In groups, identify a developing country that you want to learn more about. As a group begin researching that country and begin identifying key patterns of cultural differences specific to that country as they relate to DuPraw and Axner's (1997) fundamental patterns of communication.	<ul style="list-style-type: none"> <li>• Shared google document</li> <li>• Class readings</li> <li>• Computer/phone/laptop to research different countries</li> <li>• Extra laptops to borrow for students who did not bring a device</li> </ul>
Middle of period (use if needed)	10 minutes	<b>Instructor-led discussion</b> on how to connect the research that they are finding on their own with the research discussed in-class. The goal is to have them cite and apply the research using APA formatting.	<ul style="list-style-type: none"> <li>• APA cheat sheet guide</li> <li>• APA examples</li> <li>• Shared google document</li> </ul>

End of period	5 minutes	<b>Reflective Writing</b> – begin to draft a memo to a Peace Corps volunteer. Based on everything you know so far, what are three of the most important constructs to be aware of when traveling to a new country and practicing intercultural communication?	<ul style="list-style-type: none"><li>• Pen or Pencil</li><li>• Sheet of paper to submit to the instructor</li></ul>

## Flipped BEFORE CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> <li>• Define the term “intercultural communicative competence”.</li> <li>• List the six fundamental patterns of cultural differences in DuPraw and Axner’s (1997) research article.</li> <li>• Construct one example for each of the six patterns of cultural differences discussed (e.g., non-verbal communication is an important aspect of communication styles).</li> <li>• Describe one developing country you want to learn more about and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the two assigned articles and submit typed responses to the assigned questions to Canvas.</li> <li>• Watch the introductory video clip on the Peace Corps</li> </ul>	<p>Read the two assigned articles (DuPraw &amp; Axner, 2007; Fantini, 2005) that are available on Canvas. After you have read each article, answer each of the following questions:</p> <ol style="list-style-type: none"> <li>1) Provide a definition of the term “intercultural communicative competence”.</li> <li>2) Using bullet points, list the six fundamental patterns of cultural differences DuPraw and Axner (1997) identified.</li> <li>3) Provide one example of each of the six patterns listed in question number two. For instance, one way to practice more effective Communication Styles is to pay attention to non-verbal communication that both you and the person you are interacting with are expressing during your interaction.</li> <li>4) Describe one personal and/or career advantage of learning about how to best communicate with people from other cultures.</li> <li>5) List one developing country you would be interesting in learning more about and why.</li> </ol> <p>Responses to these questions need to be typed and submitted to Canvas prior to class on 9/16/2019. You will also need these notes during class the next few weeks so be sure to print a copy or be able to easily access them from your computer/phone.</p>

## Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> <li>• Create a memo (~250 words) to train Peace Corps volunteers traveling to <u>(a developing country of your choice)</u>.</li> <li>• Identify key patterns of cultural differences specific to the country that covers the basic and most essential components of effective cross-cultural communication.</li> <li>• Use the two evidence-based research articles within your memo to support your argument.</li> <li>• Justify one personal and one career advantage of learning about intercultural communicative competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a memo that highlights the key patterns of cross-cultural communication one should be aware of if they were traveling to a new country they have never traveled to before to serve as a Peace Corps volunteer.</li> </ul>	<p>The world is becoming ever more globalized. People are becoming ever more transnational (e.g., having a global identity) as rates of world migration increase rapidly. Thus, the ability to communicate effectively with people from different cultural and linguistic background is now an essential tool for anyone who wants to function in the modern world.</p> <p>In this assignment, you will be asked to explore ways to effectively communicate with people from different backgrounds by assuming the role of a Peace Corp Training Officer. As a Training Officer you are in charge of preparing Peace Corps volunteers for their international assignments. One important component of their training is a unit on intercultural communicative competence.</p> <p>Specifically, you will write a ‘memo’ to the Peace Corps volunteers you are training that outlines a set of tips to help them communicate more effectively when they are interacting with people from different cultures and linguistic background. The memo is not meant to be exhaustive, but rather a quick ‘cheat’ sheet that covers the basic and most essential components of effective cross-cultural communication. While you will write the memo in a conversational tone, you should refer to, and cite, the two resources listed below. Your tips should be designed to be used globally, but should also be detailed enough</p>

		<p>that the person reading the memo knows what needs to be done to communicate effectively. You will be graded on the clarity and accuracy of your “tips”, their usefulness in a range of situations (i.e., Africa, Asia, Latin America, the Middle East) and contexts (e.g., hostility, war, poverty, growing prosperity, low education, etc.), their reflection of the research, and the quality of both your writing and your referencing.</p> <p>Dupraw, M. &amp; Axner, D. (1997). Working on common cross-cultural communication challenges. A More Perfect Union: PBS.Org (<a href="http://www.pbs.org/ampu/crosscult.html">http://www.pbs.org/ampu/crosscult.html</a>)</p> <p>Fantini, A. (2005). <i>About intercultural communicative competence: A construct</i>. School for International Training: Brattleboro, VT.</p> <p>Thus, the memo should be 250 to 375 words in length. The assignment must be submitted online in Canvas by 9/21/2019 at 10:30am. The assignment is worth <u>20 points</u>.</p>
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## GUIDED PRACTICE

Class: **ChAD 70: Lifespan Development Across the 21<sup>st</sup> Century**

Date assigned: **09/09/19**

Date due: **09/16/19**

Time estimate to complete this assignment: 45-60 minutes

### Overview/Introduction

#### **What is this lesson about? Why do we care?**

This lesson is about intercultural communicative competence, which refers to the abilities needed to effectively and appropriately interact with others who are linguistically and culturally different from oneself. In a global society, it is common to interact with someone from a different culture. Thus, a main purpose of this lesson is to help students develop competence in how they engage and interact with someone from another culture.

### Learning Objectives

#### Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

- Define the term “intercultural communicative competence”.
- List the six fundamental patterns of cultural differences in DuPraw and Axner’s (1997) research article.
- Give one example of each of the six patterns (e.g., non-verbal communication is an important aspect of communication styles).
- Describe one personal and /or career advantage of learning about people from other cultures.
- Describe one developing country you want to learn more about and why.

#### Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

- Construct a 250-375 word memo to train Peace Corps volunteers traveling to (a developing country of your choice).
- Identify key patterns of cultural differences specific to the country that covers the basic and most essential components of effective cross-cultural communication.
- Cite the two evidence-based research articles within your memo to support your argument.

## Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

### Homework Instructions

Read the two assigned articles (DuPraw & Axner, 2007; Fantini, 2005) that are available on Canvas. After you have read each article, answer each of the following questions:

- 1) Provide a definition of the term “intercultural communicative competence”.
- 2) Using bullet points, list the six fundamental patterns of cultural differences DuPraw and Axner (1997) identified.
- 3) Provide one example of each of the six patterns listed in question number two. For instance, one way to practice more effective Communication Styles is to pay attention to non-verbal communication that both you and the person you are interacting with are expressing during your interaction.
- 4) Describe one personal and/or career advantage of learning about how to best communicate with people from other cultures.
- 5) List one developing country you would be interesting in learning more about and why.

Responses to these questions need to be typed and submitted to Canvas prior to class on 9/16/2019. You will also need these notes during class the next few weeks so be sure to print a copy or be able to easily access them from your computer/phone.

2. Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

### Readings:

- Dupraw, M. & Axner, D. (ND). Working on common cross-cultural communication challenges. A More Perfect Union: PBS.Org (<http://www.pbs.org/ampu/crosscult.html>)
- Fantini, A. (2005). *About intercultural communicative competence: A construct*. School for International Training: Brattleboro, VT.

### Viewing:

- Look over the following websites to learn more about the Peace Corps
  - Mission: <https://www.peacecorps.gov/about/>
  - A day in the life of the Phillipines (1 minute video): [https://www.peacecorps.gov/stories/video-day-life-philippines/?\\_ga=2.219571167.716658631.1560801636-952851355.1560801636](https://www.peacecorps.gov/stories/video-day-life-philippines/?_ga=2.219571167.716658631.1560801636-952851355.1560801636)



Exercises: Please complete by 9/16/2019\_\_\_\_\_.

- **Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, Surveymonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.**
- **The submitted work should demonstrate students' mastery of the basic learning objectives.**

#### Submission Instructions

- Submit the final version of the preparatory assignment to Canvas by 10:30am on 9/16/2019.

#### Questions?

**Give a way for students to get help.**

If you have any questions, please do not hesitate to email me at [dina.izenstark@sjsu.edu](mailto:dina.izenstark@sjsu.edu) or attend my office hours on Tuesday's from 1-3pm. If you are unable to attend my office hours, I am happy to schedule an appointment to meet with you at another time in-person and/or virtually (i.e., phone or Zoom).

## ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: **ChAD 70 Lifespan Development Across the 21<sup>st</sup> Century**

Date assigned: **9/16/2019**

Date due: **9/23/2019**

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.)

**120 minutes**

### Learning Objectives

#### Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

- Create a memo (~250 words) to train Peace Corps volunteers traveling to (a developing country of your choice).
- Identify key patterns of cultural differences specific to the country that covers the basic and most essential components of effective cross-cultural communication.
- Use the two evidence-based research articles within your memo to support your argument.
- Justify one personal and one career advantage of learning about intercultural communicative competence.

### Activities & deliverables

- Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
- Describe what students should turn in, by when.

### Guidelines

The world is becoming ever more globalized. People are becoming ever more transnational (e.g., having a global identity) as rates of world migration increase rapidly. Thus, the ability to communicate effectively with people from different cultural and linguistic background is now an essential tool for anyone who wants to function in the modern world.

In this assignment, you will be asked to explore ways to effectively communicate with people from different backgrounds by assuming the role of a Peace Corp Training Officer. As a Training Officer you are in charge of preparing Peace Corps volunteers for their international assignments. One important component of their training is a unit on intercultural communicative competence.

Specifically, you will write a 'memo' to the Peace Corps volunteers you are training that outlines a set of tips to help them communicate more effectively when they are interacting with people from different cultures and linguistic background. The memo is not meant to be exhaustive, but rather a quick 'cheat'

sheet that covers the basic and most essential components of effective cross-cultural communication. While you will write the memo in a conversational tone, you should refer to, and cite, the two resources listed below. Your tips should be designed to be used globally, but should also be detailed enough that the person reading the memo knows what needs to be done to communicate effectively. You will be graded on the clarity and accuracy of your “tips”, their usefulness in a range of situations (i.e., Africa, Asia, Latin America, the Middle East) and contexts (e.g., hostility, war, poverty, growing prosperity, low education, etc.), their reflection of the research, and the quality of both your writing and your referencing.

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Thus, the memo should be 250 to 375 words in length. The assignment must be submitted online in Canvas by 9/21/2019 at 10:30am. The assignment is worth 20 points.

#### Resources:

- Give a “playlist” of resources to help students complete the assignment.

#### Readings:

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#### APA Formatting

- Owl Purdue: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide.html)

#### Questions?

Give a way for students to get help.

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