

Course Specification

University Suan Dusit University
Campus/ Faculty/ Field of Study English Program, Faculty of Humanities and Social Sciences

1. General Information

1.1 Course title and code

Course code: 1553633

Course title: In English: Cross-Cultural Communication

In Thai: การสื่อสารข้ามวัฒนธรรม

1.2 Credit Hours

3(3-0-6)

1.3 Program in which the course is offered and course types (compulsory, elective, etc.)

Revised English Curriculum (academic year 2560) / selective course

1.4 Name of faculty member responsible for the course

Coordinator: Thai Duong

Instructor: Thai Duong

1.5 Semester/year at which course is offered

Semester 1 Year 2563 / 4th year students

1.6 Pre-requisites for this course

None

1.7 Co-requisites for this course

None

1.8 Location:

Suan Dusit University Main Campus

1.9 Date on which the course is modified:

1 June 2020

2. Aims and Objectives

2.1 Course objectives

1. Be self-disciplined, punctual, and responsible for study and assigned work.
2. Be able to acquire and apply the knowledge morally and ethically
3. Have the general and systematic knowledge of the principles, theories, and subject matter of the English language.
4. Be able to apply the concepts and innovate to aid in continuously developing academic and professional skills.
5. Be able to use technology in acquiring, gather and recommend accurate and correct information for self-development and life-long learning.

2.2 Purposes for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

3. Course Management

3.1 Course description

Definition and importance of cross-cultural communication with focus on cultural values embedded in language use and hidden assumptions and barriers to effective communication; comparison of preferred modes of communication, nonverbal communication, intonation patterns, address terms, greetings and requests across cultural groups; application of cross-cultural communication skills for various situations

คำจำกัดความและความสำคัญของการสื่อสารแบบข้ามวัฒนธรรมโดยให้ความสำคัญในเรื่อง คุณค่าทางวัฒนธรรมที่มีผลต่อการใช้ภาษาและความแตกต่างทางวัฒนธรรมที่เป็นอุปสรรคในการสื่อสาร การเปรียบเทียบกลุ่มต่าง ๆ ที่มีวัฒนธรรมแตกต่างกันในเรื่องของช่องทางของการสื่อสาร การสื่อสารโดยใช้วจนภาษา รูปแบบของการออกเสียง รูปแบบของการเรียกขาน การทักทายและการขอร้อง ฝึกการใช้ทักษะในการสื่อสารข้ามวัฒนธรรมในสถานการณ์ต่าง ๆ

3.2 Teaching Hours per semester

Lecture/ Practice hours	Additional Teaching Hours	Training/ Fieldwork	Self-study
45 hours	-	-	90 hours

3.3 Additional Private Study or Learning Hours

Students should listen to research and be exposed to English for a minimum of 15 minutes per day, preferably rising to 30 minutes per day in the second half of the semester. In addition, they must complete assignments, homework and prepare for a test. Total average time of 2 hours per week. The instructor can be contacted by phone or Line application at 088 028 7888 and by email at tyler.sdu@gmail.com.

4. Student Learning Development

Teaching and Assessment

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <p>1. Be self-disciplined, punctual, and responsible for study and assigned work.</p> <p>2. Be able to acquire and apply the knowledge morally and ethically.</p> <p>3. Accept other people’s opinions, have public mind, and collaborate with others.</p> <p>4. Be open-minded and have a holistic understanding of the society and the world.</p> <p>5. Solve problems with legal discretion, social norms, and Thai culture.</p>	<p>Promote cooperative learning that can help develop problem solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks</p>	<p>Students will be observed for their work behavior by the lecturer and will also be evaluated by their peers</p>	<p>1 – 15</p>	<p>20%</p>
<p><u>Knowledge</u></p> <p>1. Have the general and systematic knowledge of the principles, theories, and subject matter of the English language.</p> <p>2. Do researches and improve the knowledge for life – long learning.</p> <p>3. Apply the knowledge of language for individual’s development and solve the problems.</p> <p>4. Integrate the knowledge of language with other related field of study for reinforce 21st century skills.</p>	<p>Employ simulation and interactive demonstrations in presenting theories and principles of correspondence and the practical application of these concepts</p>	<p>Written formative and summative assessments (writing exercises, short tests, midterms and final exam) will be given to the students</p>	<p>1 – 15</p>	<p>40%</p>

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Cognitive Skills</u></p> <p>1. Assess information, analyze cause of problem, and solve problem with suitable solution and creative.</p> <p>2. Integrate the English language skills and understand academic and professional concepts of the English language for future career.</p> <p>3. Apply innovation for communication skill improvement and life-long learning including exchange knowledge with other people.</p> <p>4. Be able to apply the concepts and innovate to aid in continuously developing academic and professional skills.</p>	<p>Organize activities that use the problem-based learning method to allow students to think logically and learn in a more constructive approach</p>	<p>Students will be observed for their work behavior by the lecturer as well as their peers and will also be assessed through written tests and exercises</p>	<p>1 – 15</p>	<p>10%</p>
<p><u>Interpersonal Skills and Responsibility</u></p> <p>1. Have the initiative to help others to solve problems and collaborate with other people creatively.</p> <p>2. Be initiative and creative in analyzing and solving problems with the knowledge of language including technology in present day.</p> <p>3. Show responsibility in learning to achieve personal development and help other people.</p> <p>4. Show leadership skill and be a reasonable follower when collaborating with other people.</p>	<p>Organize activities that employ cooperative learning and problem-based learning to encourage students to work collaboratively</p>	<p>Behavioral observation and peer evaluation for group work or group assignments</p>	<p>1 – 15</p>	<p>20%</p>

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Analytical, Communicative and IT Skills</u></p> <p>1. Be skillful in computer and basic mathematics.</p> <p>2. Select media and technology suitable with learning and searching information effectively.</p> <p>3. Be able to use technology in acquiring, gather and recommend accurate and correct information for self-development and life-long learning.</p> <p>4. Apply media and technology for communication accurately and appropriately.</p> <p>5. Be able to check and adjust media and technological application suitably and usefully for language communication and life-long learning.</p>	<p>Assign tasks that involve the use of technology in searching for information and encourage students to utilize a variety of technological resources in accomplishing and presenting tasks</p>	<p>Students will be evaluated through written assignments, group presentations and projects</p>	<p>1 – 15</p>	<p>10%</p>

5. Lesson Plan and Evaluation

5.1 Lesson Plan

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Assessment and Evaluation (Percentage)	Lecturer
1 (3 Hrs.)	Understanding Culture <ul style="list-style-type: none"> Defining Culture and Communication Cultural Iceberg 	Power point presentation, ice-breaking activity, group discussion, speaking assignment	Attendance and Participation – 15% Assignments – 45%	Thai Duong
2 (3 Hrs.)	The Concept of Self <ul style="list-style-type: none"> Individualism & Collectivism Self-Evaluation 	Group presentation, brainstorming activity, worksheet assignment, discussion, on-line assignment, EDMODO		Thai Duong
3 ONLINE (3 Hrs.)	Thai Culture and Diversity <ul style="list-style-type: none"> Sources of Thai Culture How non-Thai's see Thais 	Online Teaching – Microsoft Meetings, video lecture, EDMODO, online exercises, discussion, homework	Attendance and Participation – 15% Assignments – 45%	Thai Duong
4 (3 Hrs.)	Personal vs. Societal Obligations <ul style="list-style-type: none"> Universalism & Particularism Personal Evaluation 	Power point presentation, group activity and discussion, speaking assignment, online activity, feedback		Thai Duong
5 ONLINE (3 Hrs.)	Styles of Communication <ul style="list-style-type: none"> Direct vs Indirect Culture & Communication styles Non-verbal Communication 	Online Teaching – Microsoft Meetings, video lecture, EDMODO, online exercises, discussion, homework	Attendance and Participation – 15% Assignments – 45%	Thai Duong

6 (3 Hrs.)	The Concept of Time <ul style="list-style-type: none"> ● Service with a Smile ● Monochronic and Polychronic 	Power point presentation, group activity and discussion, speaking assignment, online activity, feedback		Thai Duong
7 ONLINE (3 Hrs.)	Social Relationships <ul style="list-style-type: none"> ● Circle of Relations ● Limits of Friendship ● Family Life 	Online Teaching – Microsoft Meetings, video lecture, EDMODO, online exercises, discussion, homework	Attendance and Participation – 15% Assignments – 45%	Thai Duong
8 (3 Hrs.)	Social Relationships <ul style="list-style-type: none"> ● Mid-Term Exam ● Romantic Relationships ● Men and Woman 	Power point presentation, group activity and discussion, speaking assignment, online activity, feedback	Attendance and Participation – 15% Assignments – 40% Midterm Exam – 10%	Thai Duong
9 ONLINE (3 Hrs.)	Tourist Behavior <ul style="list-style-type: none"> ● Tourist behavior in cross-cultural context ● Tourist perspective ● Local resident perspective 	Online Teaching – Microsoft Meetings, video lecture, EDMODO, online exercises, discussion, homework		Thai Duong
10 (3 Hrs.)	Cross-Cultural Comparisons <ul style="list-style-type: none"> ● Study cultural differences among international societies 	Power point presentation, group activity and discussion, speaking assignment, online activity, feedback	Attendance and Participation – 15% Assignments – 45% Project – 15%	Thai Duong
11 ONLINE (3 Hrs.)	Cross-Cultural Comparisons <ul style="list-style-type: none"> ● Group characteristics ● Cultural dilemmas 	Online Teaching – Microsoft Meetings, video lecture, EDMODO, online exercises, discussion, homework		Thai Duong

12 (3 Hrs.)	Multi-Cultural Competence <ul style="list-style-type: none"> ● Communication styles ● Dos and Don'ts ● Learning Styles 	Power point presentation, group activity and discussion, speaking assignment, online activity, feedback	Attendance and Participation – 15% Assignments – 45% Project – 15%	Thai Duong
13 ONLINE (3 Hrs.)	Presentations Workshop <ul style="list-style-type: none"> ● Choosing a Topic ● Organizing Main Ideas ● Practice and Delivery 	Online Teaching – Microsoft Meetings, video lecture, EDMODO, online exercises, discussion, homework assignment		Thai Duong
14 (3 Hrs.)	Final Presentations	Student individual presentations for evaluation, comment and feedback	Attendance and Participation – 15% Project – 15%	Thai Duong
15 ONLINE (3 Hrs.)	Final Oral Test	One-on-one interview, written exam through EDMODO	Final Exam – 20%	Thai Duong

5.2 Assessment and Evaluation

1) Grading Breakdown:

Attendance and Participation	15%
In-class and Online Assignments	45%
Individual Project	15%
Midterm Exam	10%
Final Exam	20%

2) Grade Evaluation: Norm-Referenced Criterion-Referenced

Grading Criteria

Grade	Percentage	Level
A	90-100	4.00
B+	85-89	3.50
B	75-84	3.00
C+	70-74	2.50
C	60-69	2.00
D+	55-59	1.50
D	50-55	1.00
F	0-49	0.49

6. Learning Resources

6.1 Required Texts

Duong, Thai. (2020). *Cross-Cultural Communication*. Bangkok: Suan Dusit Graphic Site.

6.2 Essential References

English – English / English – Thai dictionary
<http://www.google.com>

6.3 Recommended Books and Reference Material

www.youtube.com

7. Course Evaluation and Improvement

7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge	✓	✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills	✓	✓	✓

7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4
- 2) In the event that the student scores do not verify the effectiveness of the course, students are allowed to improve their scores as deemed necessary