

Overview and Background Information:

This syllabus for a 1-credit course offered through The School of Languages and Cultures was designed for both students who enrolled for credit and for language instructors who joined out of professional interest. Weekly meetings alternated between a focus on theoretical texts and on pedagogical tools and facilitation strategies. The original instructor and designer of the course used the *AAC&U Intercultural Knowledge and Competence VALUE Rubric* to determine the skills, attitudes, and knowledge on which to focus.

Objectives:

As a result of this curriculum, participants will be able to:

1. Recognize theoretical frameworks for understanding intercultural communication and development and identify general issues of inquiry in these areas.
2. Begin to align pedagogical tools and strategies with particular frameworks of intercultural communication and development.
3. Facilitate at least one intercultural learning activity, including student preparation, debriefing, or reflection.
4. Develop or enhance skills in relation to intercultural learning.

Time:

16 hours

Group Size:

Entire group

Materials:

The syllabus (in [Downloads](#)).

Intercultural Development Continuum Stages:

- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Openness:

- To initiate and develop interactions with culturally different others.
- To suspend judgment in valuing interactions with culturally different others.

Verbal and Nonverbal Communication:

- To articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).
- To skillfully negotiate a shared understanding based on these differences.

Empathy

- To interpret intercultural experience from the perspectives of own and more than one worldview.
- To demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

Curiosity:

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Other Skills:

Leadership

Activity instructions:

The facilitator/instructor can use this syllabus as a guide to create their own iteration of this course.

Related Tools:

Tools to use in conjunction with this curriculum:

- [Name Story, aka The Name Game](#)
- [Voices from the Past \(Name Tags\)](#)
- [Who Am I? Identity Dialogue](#)