

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Global Program Studies Intercultural Speech Communication

DATE: January 2012

CATEGORY: Visual and Performing Arts

PROPOSED GRADE LEVEL(S): 9th - 12th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

PREREQUISITES: None

SUBJECT AREA CREDIT(S): Elective

COURSE DESCRIPTION:

The Intercultural Speech Communication course is a 9th through 12th grade elective designed to help students become effective performers and communicators in our rapidly changing demographics. Study of the multicultural nature of communication in our diverse world will be addressed. This course will examine how interactions are influenced by culture, including race and ethnicity, gender, age, religious faith and disability. The intent of this course is to explore personal cultural identity, theories of intercultural communication, sources of cultural conflict, and development of skills for effective personal performances and interactions. Students will analyze how those around them interpret their spoken word, physical movement and gestures. Communication as an art and medium and will be addressed. This course is designed to integrate thinking, writing and interaction, and students will become more aware of communication as a process of performance, in addition to simply conveying a message.

GOALS/PURPOSES:

This course will introduce students to effective communication skills needed for educational, personal and professional success. Discussion will focus on the verbal and non-verbal ways cultures of the world communicate; including fundamentals, language, cultural origins, and methods of handling intercultural communication conflicts. Emphasis will be placed on the importance of oral communication as a basis for all human activity – to individual development, to interpersonal accomplishments and to the functioning of all political, business, economic, cultural and social institutions. Students will be encouraged to examine communication behavior with the goal of understanding the structure, patterns, and effects of human communication. Students are encouraged to facilitate a higher quality of communication effectiveness both as individuals and for society. The purpose of the course is to improve individual abilities for public speaking as well as providing essential skills in handling informal conversations, creating and maintaining healthy relationships, interacting with individuals from other cultures, solving problems in groups and reaching sound decisions. The course promotes awareness of regional, state and global development by observing and managing the communication dynamics of organizations and becoming effective producers and consumers of informative, persuasive, and artistic messages.

Students will:

- Be able to discuss the significance of communication in their lives.
- Develop proficient communication skills to achieve success in higher education, the workplace, and their personal lives.
- Gain an appreciation of cultural diversity.
- Determine the various factors of immigrations and migration of minority populations, including disabled individuals.
- Have the opportunity to explore their own cultures and investigate the background of others.
- Review how cultural adaptations affect learning and communication.
- Analyze nonverbal communication in intercultural contexts.

- Assess classroom behaviors and communication skills of students across diverse cultures.
- Determine food and eating etiquette as a means of communication within various ethnic groups.
- Research cultural verbal expressions and social taboos.
- Write effectively for a variety of purposes and audiences.
- Access, evaluate, organize, and utilize information from a multitude of sources.
- Gain self-confidence and poise when speaking for all occasions, situations, and varying audiences.
- Analyze the importance of historical multicultural speeches and the influence of media on societal impressions. Be capable of providing and accepting written and oral constructive criticism essential for improving personal and career-oriented growth.
- Critically assess the value of various arguments (Content Standard 1).
- Creatively display graphic visuals and appropriately incorporate into presentations.
- Delineate and construct the parts of an effective and cogent argument (Content Standard 2, 3).
- Recognize and refute illogical and fallacious arguments (Content Standard 1, 3).
- Evaluate the merits of various types of evidence (Content Standard 13).
- Access, evaluate, organize, and utilize information from a variety of sources (Content Standard 13).

STUDENT READING COMPONENT:

The course will have complete integration of reading, writing, and thinking, including intensive review and discussion of representative works, which demonstrate a specific performance skill and cultural connection. Literature, non-fiction and speeches will be used for students to analyze communication as a means of performance and cultural identity.

Essentials of Speech Communication: Franklin, Sharon, and Deborah J. Clark, McDougal Littell, 2001.

Intercultural Competence: Interpersonal Communication Across Cultures: Lustig, Myron, and Jolene, Koester, Allyn and Bacon Press, 2009.

When Cultures Collide: Lewis, Richard D., Nicholas Brealey Publishing, 2010.

STUDENT WRITING COMPONENT:

Writing instructions will include attention to developing and organizing ideas in a clear and coherent manner. Throughout the course, emphasis will be placed on helping students develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness. Students will become aware of organization, purpose, tone, and writing for a specific audience.

Some of the writing associated with the course will be informal and exploratory, permitting students to express what they think in the process of communication. Some of the writing will involve research, the development of an argument or bias from a cultural perspective. Students will study writing as a process of communication, including editing and revising techniques, and variance between formal and informal presentations.

STUDENT ORAL COMPONENT:

Subject-centered arts instruction focuses on developing foundation skills in the area of visual performance. This curriculum design provides students with alternative ways to perceive and experience the world. A standards-based arts education program allows students a means of working at a personalized pace, developing self-expression and self-confidence, and experiencing a sense of accomplishment. In addition to the unique problems and questions that constitute its subject matter, communication and performance makes notable use of a variety of intellectual tools and argumentative strategies that are widely applicable to both academic and informal inquiry.

Students will perform various presentations and speeches, participate in discussion groups, and provide critiques and evaluations. Students will also be required to exhibit various physical manifestations of communication in a global world. In addition, students will be called upon for impromptu speaking demonstrations, multimedia business presentations, and mock job interviews with questions and responses.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Cultural Diversity

Students will be introduced to the historical context of various cultures; norms, interactions and development of self. Personal perspectives will be shared and students will complete a researched account of their own cultural heritage, which will be orally presented to the class.

This unit will include:

- a. Historical Perspectives
- b. The Impact of Changing Populations
- c. Immigration and Migration
- d. How Cultural Adaptation Affects Learning
- e. Equity/Prejudice
- f. Interethnic Conflict
- g. Culturally Responsive Education
- h. Cooperation versus Competition

Unit 2: Use of Language

By first examining the implementation of slang, formal dialect and everyday use of the English language in the United States, students will then explore the development of language and symbolism in other cultures, including the deaf community. Students will analyze the use of slogans, mottos and various forms of symbols across cultures.

This unit will include:

- a. Linguistic Barriers
- b. Stylistic Devices
- c. Language and Symbolism
- d. Verbal and Physical Contexts
- e. Extensional Meaning
- f. Connotations
- g. Dialectical Styles

Unit 3: Affective Communication

Language as a form of communication will be addressed; specifically between the speaker and intended receiver. Higher level forms of argumentation and presentation will be explored. Students will formulate discussion groups and presentations for class review.

This unit will include:

- a. Verbal Hypnotism
- b. Irony, Pathos, and Humor
- c. Abstraction

Unit 4: Nonverbal Communication in Intercultural Contexts

Cultural identity and stereotyping will be addressed within this unit of study, specifically as it applies to members of varying groups. Communication without the use of spoken or written words will be analyzed. Students will work cooperatively to demonstrate examples from various cultural groups.

This unit will include:

- a. Greetings
- b. Signs of Affection
- c. Physical Contact
- d. Eye Contact
- e. Clothing
- f. Colors
- g. Gestures

Unit 5: Classroom Behaviors and Communication across Cultures

Interaction amongst teacher and student will be analyzed. Using the foundation of various cultures obtained earlier in the term, students will compare how individuals react to the same stimuli across cultures.

This unit will include:

- a. Student Participation
- b. Respect for teacher
- c. Discipline
- d. Absenteeism
- e. Cheating
- f. Time

Unit 6: Food as a Means of Communication

The simple gesture of “breaking bread” varies dramatically across established norms within a cultural group. Students will explore the use of food, dining habits, and cultural implications associated with eating.

This unit will include:

- a. Offering Foods
- b. Taboos
- c. Dining Habits and Norms Across Cultures

Unit 7: Verbal Expressions

The use of words within a social context will be investigated. Students will identify similarities and differences from their home culture with those of others around them. Students will research and present examples from their personal lives and site comparisons across various cultural groups.

This unit will include:

- a. Forms of Address
- b. Family titles
- c. Naming Traditions
- d. Idioms
- e. Giving Praise

Unit 8: Multicultural Celebrations

Traditional holiday occurrences within the United States will be researched for origin and manner of celebration. Using this information as grounds of comparison, students will describe and share similar events celebrated across cultures.

This unit will include:

- a. Ethnic holidays
- b. Traditions

Unit 9: Communication across Cultures

How individuals convey meaning through the spoken word will be explored. Emphasis will be placed on the manner of speaking style and tone. Students will participate in real life simulations with members of our local business community.

This unit will include:

- a. High and Low Contact Cultures
- b. Negotiation Strategies
- c. Value Systems
- d. Business Practices
- e. Social Taboos
- f. Protocol
- g. Multicultural Manners

Unit 10: Advertising and Media

The art of persuasion will be addressed as it applies to communication within a social context. Advertising campaigns popular within the United States will be contrasted to those in other regions.

This unit will include:

- a. Audience Centered Approach
- b. Demographics
- c. Religious, Political Backgrounds
- d. Socioeconomic Situations

Unit 11: Purpose of Speech

Performance based assessment will serve as the foundation as students demonstrate proficiency in various forms of oral presentations. Students will focus on topic selection intended for a designated audience and review the ramifications of other cultures.

This unit will include:

- a. Entertain
- b. Inform
- c. Persuade
- d. Hidden Agendas
- e. Topic Selection for Diverse Cultures
- f. Delivery Formats
- g. Evaluations (Self and Peer Reviews)

Unit 12: Topic Development

Students will investigate appropriate areas of study in preparation of numerous presentations. Detailed investigation will be supported by cultural considerations of an intended audience.

This unit will include:

- a. Cultural Consideration
- b. Supporting Materials
- c. Testimony
- d. Statistics
- e. Facts
- f. Visual Aids
- g. Research
- h. Use of Quoted material
- i. Internet Based Research
- j. Use of Technology

Unit 13: Basics of Argumentation

The study of rhetoric from ancient times until the present will be explored and researched. Students will be introduced to the various forms of traditional argumentation and will demonstrate mastery of the subject with their own examples.

This unit will include:

- a. Claims of Fact, Value, and Policy
- b. Inductive/Deductive Reasoning
- c. Tests of Reasoning
- d. Fallacies

Unit 14: Small Group Communication

Various forms of groups and their dynamics will be addressed. Students will participate in a small group project to better understand the formation of groups, leadership, decision making, and outcomes which exist.

This unit will include:

- a. Interpersonal Communication
- b. Listening
- c. Multicultural Messages
- d. Appropriate Tone

Unit 15: Business Communication

With the advent of technology students are competing in a global marketplace beyond their high school education. The role of communication in job and career roles will be reviewed. Students will participate in numerous simulations to enhance their abilities in formulating questions and preparing responses for career related outcomes.

This unit will include:

- a. Types of interviews
- b. Job Applications/Resumes
- c. Technology Driven Applications
- d. Cultural Considerations
- e. Language to Avoid
- f. Interviewing Strategies
- g. The Role of the Interviewer

Instructional Methods and/PR Strategies

- Simulations
- Anticipation Guides
- Mapping
- Discussion Groups
- Individualized Instruction
- Mock Events (Interviews, Broadcasts, Trials)
- Quick Write Journal Entries
- Lecture
- Panel Discussion
- Review and Practice
- Interactive Notebook
- Guest Speakers
- Guided Reading Notes
- Multi-Media Review
- Demonstration
- Technology-Assisted Research
- Learning Logs
- Cooperative Learning
- Writing Process Activities
- Peer Support and Evaluation

Assessment Methods and/or Tools

- Authentic Assessment
- Portfolio
- Reciprocal Questioning
- Assignment-based rubrics
- Interactive Notebook
- Paragraph and Essay Evaluation

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CST's:

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Language Arts:

Reading

2.0 *Reading Comprehension (Focus on Informational Materials)*

2.3 Generate relevant questions about readings on issues that can be researched.

Writing

1.0 *Writing Strategies*

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

2.0 *Writing Applications (Genres and Their Characteristics)*

2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy)
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images,
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Listening and Speaking

1.0 *Listening and Speaking Strategies*

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotation, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice gestures, eye contact) for presentations.

1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

2.0 *Speaking Applications (Genres and Their Characteristics)*

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.

- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy)
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

Visual and Performing Arts

3.0 *Historical and Cultural Context*

3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

5.0 *Connections, Relationships, Applications*

5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

DISTRICT ESLR's TO BE ADDRESSED:

Students will be:

- **Self-Directed learners:** who take responsibility for their own learning. They will be guided toward independent learning as a valuable lifelong tool for success in the classroom and beyond.
- **Constructive Thinkers:** Who are able to relate clearly and logically in all writing assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their current reading and writing.
- **Effective Communicators:** who take pride in all assignments and realize the value of creating an error-free product that is original in substance.
- **Collaborative Workers:** who reflect on their reading, writing, and listening to enhance the outcomes of their work. Students will demonstrate this skill through both oral and written assignments and discussions.
- **Quality Producers/ Performers:** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products, such as article analysis and historical reports.
- **Responsible Citizens:** who are prepared to contribute to our democracy in positive ways. Through their interpretation of various media, students gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of society.

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