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EDLD 682.50: Cross-Cultural Competence

Liqin Tang

University of Montana, Missoula, liqin.tang@umontana.edu

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Syllabus of EDLD 682: Cross-cultural Competence

Department of Educational Leadership

University of Montana

Phyllis J. Washington College of Education

COURSE RELATED INFORMATION

Instructor Information

Liqin (Shirley) Tang
Department of Educational Leadership
Email: liqin.tang@umontana.edu
Office: ED 213
Office phone: 406-2435586

Classes Dates & Location

This is a face-to-face course runs from 7:30 to 9:50 p.m. every Wednesday.
Room: ED 112

Virtual office hours by appointment

Please send an email with any questions you may have, or if you prefer, we can make an appointment to talk over the phone or on campus.

Research Support

Kate Zoellner
Associate Professor and Education Librarian
Maureen and Mike Mansfield Library
406.243.4421 phone
800.240.4939 toll-free
kate.zoellner@umontana.edu

Tech Support

UMOnline: 406-2434999
umonline-help@umontana.edu

COVID-19 RISK MITIGATION ON CAMPUS

- Mask use is required within the classroom. [View UM's face covering policy.](#)
- Each student is provided with a Healthy Griz kit. We expect students to clean their personal work space when they arrive for class, and before they leave the classroom.
- Refill stations for cleaning supplies/hand sanitizer will be set up around campus - please learn where they are and use them.
- Classrooms may have one-way entrances / exits to minimize crowding.
- Students are discouraged from congregating outside the classroom before and after class. In the case of 3 hour-long classes, instructors should stagger breaks for small groups of students.
- Instructors should assign seating to ensure social distancing and take attendance to support contact tracing efforts.

- Instructors should not allow more students in their classrooms at any time, for any reason, than the [maximum approved capacity](#).
- Additional seating should not be added to classrooms.
- Drinking liquids and eating food (which requires mask removal) is strongly discouraged within the classroom.
- There is high demand for spaces on campus to accommodate students with inadequate WiFi in their homes or quick turnarounds between face-to-face and remote classes. A list of remote learning spaces with the days and times available for student use will be posted on [the Keep on Learning website](#). There will be signs posted outside of these buildings and rooms to indicate their availability.
- Stay home and contact the Curry Health Center at (406) 243-4330 if you feel sick and/or if exhibiting COVID-19 symptoms.
- If you are diagnosed with COVID-19, follow instructions for quarantine and contact your advisor so they can help you stay on track academically.
- Students, please remain vigilant outside the classroom and help mitigate the spread of COVID-19.

COURSE DESCRIPTION

Professional and personal success, even within the US, is often based upon a multicultural approach and global understanding. It is important to know the appropriate behavior with individuals who have grown up with a different set of attitudes and values from your own.

This is not a course in memorizing facts. You will instead be required to think and apply the principles and strategies that you are learning. Global and multicultural competence clearly is a 'process' that leads to a change in attitude and behavior. You will learn techniques and be evaluated on your ability to apply them as problem solving tools.

Blending both the practical and theoretical, this course prepares students to acquire the requisite knowledge, appropriate motivations, and relevant skills to function competently in multi-cultural settings. Additionally, it provides guidance on student preparation for cross-cultural competencies.

Beginning with the fundamentals of cross-cultural competence, this course includes a broad discussion on the acquisition of cross-cultural competence including strategies for student engagement, justification for its role in internationalization of education, and institutional best practices.

COURSE OBJECTIVES

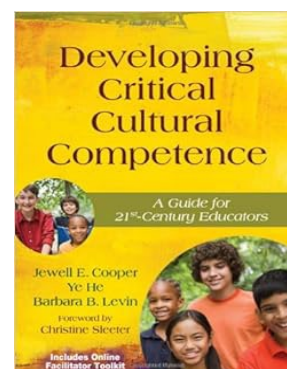
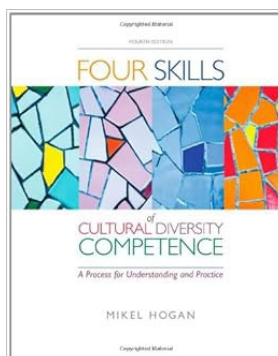
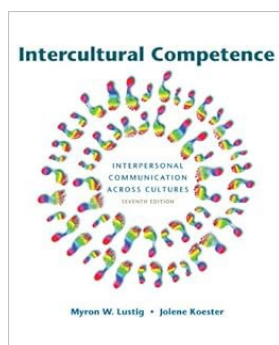
The primary goal of this course is to provide theoretical and practical examples and exercises whereby students examine their own cultural background, attitudes, values and biases and gain knowledge and skills in the area of multicultural awareness and global-mindedness. The second course goal is to strengthen multicultural knowledge and skills necessary to understand challenges, presented by ethically and culturally diverse individuals and react appropriately. Objectives include the following:

- Develop specialized knowledge and skills in an area of increasing importance and concern.
- Understand the role of cultural differences that impact our daily life.
- Increase your awareness and knowledge of individual native cultural norms and values, learn how ethnic backgrounds impact knowledge, and enhance cross-cultural communication.
- Expand sensitivity towards culture shock, intercultural misunderstandings, and stereotyping.
- Identify culture specific nonverbal communications such as eye contact, facial expressions, and gestures that may cause misinterpretation in multicultural settings.
- Begin to understand cultural differences as a range of strengths and resources.

REQUIRED READINGS

Required textbook:

1. Lustig, M. W. & Koester, J. (2013, 7th Ed). *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: Pearson
2. Hogan, M. (2013, 4th Ed). *The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice*.
3. Cooper, J. E., Ha, Y., & Levin, B. B. (2011). *Developing Critical Cultural Competence: A Guide for 21st-Century Educators*.



COURSE EVALUATION

Students will be assessed based on their class attendance and participation in the class discussion and completion of assignments. Grading plan will be based on the following:

ASSESSMENT EVENTS	PERCENTAGE
Class Attendance and Participation in Activities	20%
Culture Profile Presentation	30%
Book Review	20%
Multicultural Interview Project	30%

Class Attendance and Participation in Activities (20%)

You are expected to attend every class, complete the reading ahead of time (including any supplements that may be added), and participate in class discussions. Class participation will play an integral role in how much learning takes place during this class. Participation will be evaluated in terms of your contribution to class discussions. Both quality and quantity will be evaluated. The most valuable contributions you can make come through integrating discussion outcomes with what you have learned from other courses, and what you have experienced in the outside world.

Culture Profile Presentation (30%)

Students are expected to select one or two countries and examine the culture, traditions and customs that are present in those countries. In addition, students should compare their factual findings to culture, traditions and customs presented in the United States and highlight the differences between the foreign and US cultures. (Hofstede Insights: <https://www.hofstede-insights.com/country-comparison/>)

The process should be reported in a 20-to-30-minute PowerPoint presentation. After your paper and ppts have been done, you are required to email them to the instructor before the due date. Each student has to make the culture profile presentation in required time limit. Then student presenter should leave approximately 15 minutes for a group discussion. Content, facts, argumentation and final statements should be incorporated in the PowerPoint and presented to the class and the instructor. Readings from the course textbook, internet research and class discussions, etc. should be used to produce high-quality arguments.

Due Date: February 24th, 2021.

Assessment criteria for this assignment is at the end of the syllabus.

Book Review (20%)

For this assignment, you are welcome to choose a book, a movie, podcast series, a set of video lessons, or other appropriate form. (Beware of blogs/casts that only support the writer's opinion without substantiated research or experience). The book or other material that you have selected must be related to diversity, cultural conflict, cultural identity, cultural biases, cross-cultural communication, or cross-cultural competence, etc.. You are required to consult with the instructor before you start this assignment. You are encouraged to select the book or other material in the first few weeks of the semester to give you enough time to order, listen to/watch/read it, and complete your review on time. On the due date, you will submit a summary and a critique of the resource along with your response to the author(s)' ideas and propositions. The purpose of this assignment is to provide you with additional resources specific to your area of interest to help you increase your knowledge base and broaden your vision on cross-cultural communication and multiculturalism.

Length: 3-5 pages (without the cover page), double-spaced.

Due Date: March 31st, 2021

Assessment criteria for this assignment is at the end of the syllabus.

Final Project---Multicultural Interview (30%)

The 'Multicultural Interview' is an individual project describing a personal experience with someone from a different country or culture. The paper should focus on the interviewee's cultural shock, cultural conflict, and cultural adjustment experience. Of particular interest are how the individual experienced the stages of the cultural adjustment process, what aspects of change were particularly easy, which ones were particularly difficult, etc. The time frame in which the adjustment took place, what strategies the interviewee employed to deal with the challenges, what preparation was necessary, are another aspects that should also be considered. What conclusions can you draw from the interview with regard to international work assignments in general, or applied to specific positions and tasks? How can the personal experiences the interviewee shared with you help to understand what an individual is likely to encounter, when assigned to live and work in a culturally diverse location? How can this be helpful for company training sessions, for strategic planning, etc. and how can this be helpful to you and your professional career?

You may interview a Native American. Alternatively, you may consider culturally diverse students you know from other courses or individuals in your community. You can also get in touch with ethnically or culturally diverse faculty, teaching assistants, scholars, researchers, or friends that you are interested. However, you cannot interview another student from this class.

Length: 10 -15 pages without the cover page, double-spaced, APA style.

Due: April 21, 2021

Assessment criteria for the final paper is at the end of the syllabus

Due Date of Assignments

Refer to the Moodle Page for each unit to see topics and readings. The assignments are due based on the following table.

DEADLINES	ASSIGNMENTS
February 24th	Culture Profile Presentation
March 31st	Book Review
April 21st	Final Project

Final Grading

PERCENTAGE GRADE	LETTER GRADE
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Specification for Assignments

All assignments are expected to be free of grammatical errors. They should be saved in Microsoft Word and emailed to the instructor before the due date. Citations and references should follow the American Psychological Association (APA) style of citation. For an in-depth review of APA formatting and style guidelines, please visit: <http://owl.english.purdue.edu/owl/resource/560/02/>

COURSE POLICIES, PROCEDURES, AND EXPECTATIONS

Student Conduct Code

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*, which embodies the ideals of academic honesty, integrity, human rights and responsible citizenship. It is also expected that each student will foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. Students who need individualized

accommodation due to a disability should contact the professor at the beginning of the course. For more information, visit the Disability Services website or call (406) 243-2243 (voice).

Assignment Due Dates/Times

All activities are due on the designated day by 12:00 PM Mountain Standard Time. If you have extenuating circumstances let me know before the work is due, so that an accommodation can be considered. Assignments not submitted on the due date will not be considered for grading, unless you contact me prior to the due date. You are responsible for investing the time necessary to consider the issues at a level appropriate for a graduate student.

Technical Requirements

You need computer or laptop access to open files, download all the reading materials and email written assignments to the instructor before the due date. Course content includes PPTs, PDF files or Microsoft Word Documents.

Course Schedule

DATES	TOPICS AND READINGS
January 13 WEEK 1	<p>Introduction to the Course</p> <p>Introduction to the course and participants.</p> <p>Assignments: (a) Read Chapter 1 by Lusting & Koester (pp. 1-23) (b) Read Introduction by Cooper, etc. (pp. 1-8) (c) Read Chapter 1 by Hogan. (pp. 1-12)</p>
January 20 WEEK 2	<p>Introduction to Intercultural Competence</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Imperative for IC ✧ Communication and challenge of IC ✧ Holistic Training Model and Interactive Learning Mode ✧ Importance of developing educators' critical cultural competence <p>Assignments: (a) Read Chapter 2 by Lusting & Koester (pp. 24-53) (b) Read Chapter 1 by Cooper, etc. (pp. 9-32) (c) Read Chapter 2 by Hogan. (pp. 13-45)</p>
January 27 WEEK 3	<p>Culture and Intercultural Communication</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Definition of culture and why cultures differ ✧ Intercultural communication and related terms ✧ Skill one of cultural diversity competence: Culture is multilevel and multidimensional ✧ How to prepare educators for diverse classrooms <p>Assignment: (a) Read Chapter 3 by Lusting & Koester (pp. 54-76) (b) Read Chapter 2 by Cooper, etc. (pp. 33-55) (c) Read Chapter 3 by Hogan. (pp. 47-64)</p>

<p>February 3 WEEK 4</p>	<p style="text-align: center;">Intercultural Communication Competence</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ The US as an intercultural community ✧ Competence and intercultural communication ✧ Basic tools for improving IC ✧ Skill two of cultural diversity competence: the six barriers ✧ How to understand ourselves as cultural beings <p>Assignment: (a) Read Chapter 4 by Lusting & Koester (pp. 77-99) (b) Read Chapter 3 by Cooper, etc. (pp. 57-77) (c) Read Chapter 4 by Hogan. (pp. 65-86)</p> <p>The selection of a Book or Other Materials Will be Due Next Week</p>
<p>February 10 WEEK 5</p>	<p style="text-align: center;">Cultural Patterns and Communication: Foundations</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Definition of cultural patterns ✧ Components and characteristics of cultural patterns ✧ Cultural patterns and IC ✧ Skill three: culturally centered communication skills ✧ How to link personal and professional identities <p>Assignment: (a) Read Chapter 5 by Lusting & Koester (pp. 100-128) (b) Read Chapter 4 by Cooper, etc. (pp. 79-94) (c) Read Chapter 5 by Hogan. (pp. 87-107)</p> <p>The selection of a Book or Other Materials is Due</p>
<p>February 17 WEEK 6</p>	<p style="text-align: center;">Cultural Patterns and Communication: Taxonomies</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Hall's, Hofstede's Schwartz's, and the globe cultural taxonomies ✧ A synthesis of cultural taxonomies ✧ Cultural taxonomies and IC ✧ Skill four: organizational-cultural competence ✧ How to prepare educators to understand and appreciate student diversity <p>Assignment: (a) Read Chapter 6 by Lusting & Koester (pp. 129-150) (b) Read Chapter 5 by Cooper, etc. (pp. 95--113)</p> <p>Culture Profile Presentation will be due next week</p>
<p>February 24 WEEK 7</p>	<p style="text-align: center;">Cultural Identity and Cultural Biases</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Cultural identity and biases ✧ Identity, biases, and IC ✧ How to prepare educators to become cultural brokers for student success ✧ Culture Profile Presentation <p>Assignment: (a) Read Chapter 7 by Lusting & Koester (pp. 151-178) (b) Read Chapter 6 by Cooper, etc. (pp. 115-135)</p>

<p>March 3 WEEK 8</p>	<p style="text-align: center;">Verbal Intercultural Communication</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ The power of language in IC ✧ Definition of verbal codes ✧ Language, thought, culture, and IC ✧ Verbal codes and IC ✧ How to learn more about parents and families <p>Assignment: (a) Read Chapter 8 by Lusting & Koester (pp. 179-204) (b) Read Chapter 7 by Cooper, etc. (pp. 137-155)</p>
<p>March 10 WEEK 9</p>	<p style="text-align: center;">Nonverbal Intercultural Communication</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Characteristics of nonverbal communication ✧ Cultural universals and cultural variations in nonverbal communication ✧ Nonverbal functions and nonverbal messages in IC ✧ Synchrony of nonverbal communication codes ✧ Nonverbal communication and IC ✧ How to learn from parents, families and communities <p>Assignment: (a) Read Chapter 9 by Lusting & Koester (pp. 205-223) (b) Read Chapter 8 by Cooper, etc. (pp. 157-176)</p>
<p>March 17 WEEK 10</p>	<p style="text-align: center;">The Effects of Code Usage in Intercultural Communication</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Preferences in the organization of messages ✧ Cultural variations in persuasion ✧ Cultural variations in the structure of conversations ✧ Effects of code usage on IC ✧ How to maximize teaching and learning opportunities <p>Assignment: (a) Read Chapter 10 by Lusting & Koester (pp. 225-249)</p>
<p>March 24 WEEK 11</p>	<p style="text-align: center;">Intercultural Competence in Interpersonal Relationships</p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> ✧ Cultural variations in interpersonal relationships ✧ Maintenance of face in interpersonal relationships ✧ Improving intercultural relationships ✧ Interpersonal relationships and IC <p>Assignment: (a) Read Chapter 11 by Lusting & Koester (pp. 250-285)</p> <p>Book review will be due next week</p>
<p>March 31 WEEK 12</p>	<p style="text-align: center;">Episodes, Contexts, and Intercultural Interactions</p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> ✧ Social episodes in intercultural relationships ✧ Contexts for intercultural communication ✧ Episodes, contexts, and IC <p>Assignment: (a) Read Chapter 12 by Lusting & Koester (pp. 286-309)</p> <p>Book review is due</p>

April 7 WEEK 13	<p align="center">The Potential for Intercultural Competence</p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> ✧ Chapter 4: Global Citizenship for All: Putting the ‘Higher’ Back into UK Higher Education? ✧ Chapter 17: Higher Education Partnerships for Studying and Improving Leadership Preparation and Development around the World <p>Assignment: (a) Read journal articles on the Moodle shell (b) Pose some questions for discussion</p>
April 14 WEEK 14	<p align="center">Leaders and Intercultural Competence</p> <p><u>Contents</u></p> <ul style="list-style-type: none"> ✧ Journal article: Intercultural competence for global leadership ✧ Journal article: Defining the content domain of intercultural competence for global leaders <p>The final paper will be due next week</p>
April 21 WEEK 15	<p align="center">Final Paper</p> <p>Final paper is due</p>

CULTURAL PROFILE PRESENTATION RUBRIC

	Exemplary (5 points)	Acceptable (4-3 points)	Unacceptable (2-0 point)	30 PTS
Content Delivered	The contents or facts are very powerful, strong and proper enough to organize a large quantity and scope of data and information.	The contents or facts are powerful, strong and proper to organize a quantity and scope of data and information.	The contents of facts is partly or not powerful to organize a large quantity and scope of data and information.	5 PTS
Speaker Quality	The speaker provides thorough and convincing elaboration of the support/evidence for the claim and arguments, including in-depth analysis and effective use of source material.	The speaker provides adequate elaboration of the support/evidence for the claim and arguments, including reasoned analysis and the use of source material.	The speaker provides uneven or minimal elaboration of the support/evidence for the claim and arguments, including partial or little analysis and little or no use of source material.	5 PTS

Professional Attitude	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively	Adequate volume and energy; generally good pace and diction; a few distracting gestures; professional or adequate appearance; visual aids used adequately, or need to be improved	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used.	5 PTS
Distribution of Time	Length of presentation is within the assigned time limit	Length of presentation is less than or more than the assigned time limit	Length of presentation is too short or too long compared to the assigned time limit	5 PTS
PPT Quality	The ppt has a clear and effective organizational structure, creating a sense of unity and completeness. Ideas are clearly and effectively developed.	The ppt has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence.	The ppt has an inconsistent or has no discernible organizational structure. The flaws are evident and ideas are loosely connected.	5 PTS
Paper Quality	Paper is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner, with no significant errors. All sources are cited appropriately according to APA style of citation.	Paper is clear, organized, well written, with few errors. Most sources are cited appropriately. References are cited at the end of the paper.	Organization and errors detract from overall quality of writing. Sources are not cited appropriately. Some references are missing in the reference list.	5 PTS

BOOK REVIEW RUBRIC

	Exemplary (5 points)	Acceptable (4-3 points)	Unacceptable (2-0 point)	20 PTS
Summary	Summary consists of a good elaboration of major themes, ideas, and arguments of the book. Reviewer combines ideas from the book into new sentences using his or her own words in an effective and appropriate way.	Summary consists of an adequate elaboration of major themes, ideas, and arguments of the book. Reviewer combines ideas from the book into new sentences using his or her own words in a reasonable way.	Summary contains partial or inadequate elaboration of major themes, ideas, and arguments of the book. Reviewer combines ideas from the book into new sentences using his or her own words ineffectively	5 PTS
Critique	Critique provides a good illustration of thoughts, responses, and reaction to the book. Reviewer responds to the themes, the author's arguments & intent, and the subject and purpose of the book appropriately.	Critique provides an adequate illustration of thoughts, responses, and reaction to the book. Reviewer responds to the themes, the author's arguments & intent, and the subject and purpose of the book adequately.	Critique provides a partial or inadequate illustration of thoughts, responses, and reaction to the book. Reviewer responds to the themes, the author's arguments & intent, and the subject and purpose of the book poorly.	5 PTS
Coherence of discussion	Reviewer provides a coherent and detailed discussion of the book, addressing its strengths and limitations effectively.	Reviewer provides an adequate discussion of the book, addressing its strengths and limitations adequately.	Reviewer provides partial discussion of the book, addressing its strengths and limitations ineffectively.	5 PTS
Writing Structure	Writing is clear, concise, and well organized with excellent paragraph/sentence construction. Thoughts are expressed in a coherent and logical manner. Paper is well supported by the literature and all sources are cited appropriately.	Writing is clear and well organized with good paragraph/sentence construction. Thoughts are expressed in adequate manner. Paper is well supported by the literature and all sources are cited adequately	Writing is poorly organized with bad paragraph/sentence construction. Thoughts are expressed in inadequate manner. Paper is not supported by the literature and sources are cited inadequately.	5 PTS

FINAL MULTICULTURAL INTERVIEW PROJECT RUBRIC

Criteria	Above Proficient 30-28 points	Proficient 27-26 points	Part Proficient 25-23	Not Proficient 22-0
Description of the interview	The first section consists of a good description of the interview & interviewee, and an elaborate discussion of the major points raised during the interview, including such components as cultural shock, cultural conflict, cultural adjustment, etc.	The first section contains an adequate description of the interview & interviewee, and a proper discussion of the major points raised during the interview, including cultural shock, cultural conflict, cultural adjustment, etc.	The first section contains a description of the interview & interviewee, and a discussion of the major points raised during the interview, including most of the required components.	The first section contains an inadequate description of the interview & interviewee, and a partial discussion of the major points raised during the interview, including a few or no required components.
Conclusion of the interview	A good and proper conclusion drawn from the interview, with regard to international work assignments in general, or applying it to specific positions and tasks.	An adequate conclusion drawn from the interview, with regard to international work assignments in general, or applying it to specific positions and tasks.	An acceptable conclusion drawn from the interview, with regard to international work assignments in general, or applying it to specific positions and tasks.	An unclear or inadequate or no conclusion drawn from the interview, with regard to international work assignments in general, or applying it to specific positions and tasks.
Reflection on the interview	Provide in-depth reflection and a thoughtful & well-articulated elaboration about what has been learned from the interview. Reflection includes how can personal experiences help you to understand what an individual is likely to	Provide an adequate reflection & elaboration about what has been learned from the interview. Reflection includes how can personal experiences help you to understand what an individual is likely to encounter, when	Provide an acceptable reflection & elaboration about what has been learned from the interview. Reflection includes most of the required elements.	Provide a partial or an unacceptable reflection & elaboration about what has been learned from the interview. Reflection includes part of the required elements, or no elements at all.

	encounter, when assigned to live and work in a culturally diverse location; how can this be helpful for company training sessions and strategic planning; and how can this be helpful to you and your professional career, etc.	assigned to live and work in a culturally diverse location; how can this be helpful for company training sessions and strategic planning; and how can this be helpful to you and your professional career, etc		
Structure of the project	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner, with no significant errors. All sources are cited appropriately according to APA style of citation. References are appropriately cited at the end of the document.	Writing is clear, organized, well written, with few errors. Most sources are cited appropriately. References are cited at the end of the document.	Organization and errors detract from overall quality of writing. Sources are not cited appropriately. Some references are missing in the reference list.	Disorganized and poorly written. No citation or references at the end of the document.

Note that this syllabus is tentative. It will be revised if necessary. After it has been updated, the instructor will upload the new version to the Moodle shell immediately.

APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

<p>FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.</p>

APPENDIX B: COVER PAGE

Name of the Assignment

Your Title

by
Your Name
790 number

Submitted to
Instructor: Liqin (Shirley) Tang

In Partial Fulfillment of the Requirements of
EDLD 682: Cross-Cultural Competence

The University of Montana
Spring 2021