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Fall 9-1-2021

### EDLD 673.01: Leadership Across Cultures

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# Syllabus of EDLD 673: Leadership Across Cultures

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](mailto:liqin.tang@umontana.edu)  
Office: ED 213  
Office phone: 406-2435586

### Classes Dates & Location

This is a face-to-face course runs from 4:30 to 6:50 p.m. every Wednesday.  
Room: ED 112  
Also available via synchronous remote access during the same time frame.

### 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](mailto:kate.zoellner@umontana.edu)

### Tech Support

UMOnline: 406-2434999  
[umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

## **COVID-19 RISK MITIGATION ON CAMPUS (cite the UM Website)**

- 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

Today's educators must be able to lead and communicate across cultures. This course offers a rigorous and systematic analysis based on careful definition, illustration and discussion which demonstrate the importance of understanding culture, leadership and their interaction in different contexts.

This course addresses the growing recognition of cultural differences between societies and the resultant differences in schooling. It also deals with vital issues relating to multicultural education and the leadership of multicultural schools. Drawing on the first-hand experience, the instructor explores the differences evident in classroom teaching and learning, as well as organizational, leadership and management aspects of schools. They show how such differences can make over-reliance on Anglo-American approaches misleading, ineffective and restrictive.

The course introduces a methodology to support the emerging field of international and comparative educational leadership and management and is instrumental for students of educational leadership and management.

### COURSE OBJECTIVES

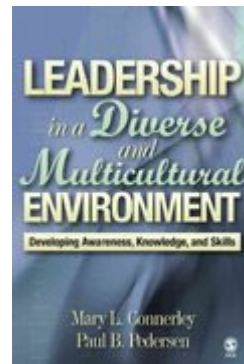
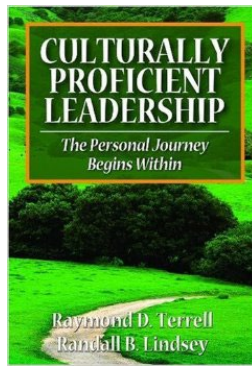
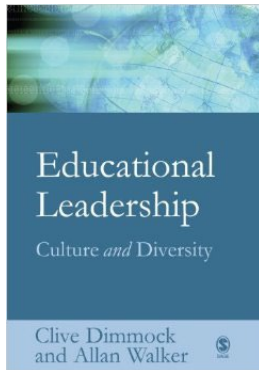
The primary goal of this course is to help students to understand the importance of the concept of societal culture to developing theory, policy and practice in educational leadership within an increasingly globalizing educational context. The inclusion of societal culture as a factor in investigations covering such themes as the curriculum, teaching and learning, leadership and school-based management, is seen as an imperative for the future development of educational leadership as a field of research. Objectives include the following:

- Understand and master a number of key concepts, notably culture, globalization and leadership.
- Understand and analyze the role of cultural differences that impact leadership practice.
- Develop and improve the awareness and knowledge of individual native cultural beliefs, values and norms, learn how ethnic backgrounds impact knowledge, and enhance cross-cultural communication in leadership practice.
- Explore the relationship between societal culture and globalization as complex and dynamic.
- Cultivate greater cultural sensitivity by raising some key issues concerning leadership, school reform and improvement in globalized setting.
- Understand the essential elements for culturally proficient leadership, and put theories into practice.

## REQUIRED READINGS

### Required textbook:

1. Clive Dimmock & Alan David Walker (2005). *Educational Leadership: Culture and Diversity*. Sage Publication Inc.  
ISBN-13: 978-0761971702 ISBN-10: 076197170XX
2. Raymond D. Terrell & Randall B. Lindsey (2009). *Culturally Proficient Leadership: The Personal Journey Begins Within*. Corwin Press.  
ISBN-13: 978-1412969178 ISBN-10: 1412969174



### Optional textbook

1. Mary L. Connerley & Paul B. Mersen (2005). *Leadership in Diverse and Multicultural Environment: Developing Awareness, Knowledge & Skills*. Sage Publications.

## 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
<b>Class Attendance and Participation in Activities</b>	<b>20%</b>
<b>Cultural Leadership or Interaction Presentations (Series rather than one)</b>	<b>30%</b>
<b>Case Study of Cross-Cultural Communication</b>	<b>20%</b>
<b>Final Project on Cultural Interview</b>	<b>30%</b>

### **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.

### **Cultural Leadership or Cultural Interaction Presentations (Series rather than one) (30%)**

Each week, students are expected to make a presentation, based on a book chapter, a journal article, a movie, podcast series, a video, an audio, or other materials students are interested in. (Beware of blogs/casts that only support the writer's opinion without substantiated research or experience). The book chapter, journal article or other materials that students have selected must be related to leadership, culture, multiculturalism, or cross-cultural communication or interaction, etc. There is no time limit for the presentation. The length of the presentation relies on the material that students have chosen. At the end of the presentation, one or two questions need to be posed by the presenter, and the rest of the students need to discuss those questions and offer solutions to the problems. Students are required to email their ppts and related materials to the instructor before the due date. The purpose of this assignment is to provide students with additional resources and perspectives specific to their area of interest to help them increase their knowledge base and broaden their vision on cultures, leadership, multiculturalism, and cross-cultural communication.

*Length: No requirements*

***Due Date: 11:59 P.M., Each Tuesday evening***

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

### **Case Study of Cross-Cultural Communication (20%)**

Students are required to select one example, scenario, or case concerning the issues or problems during across-cultural communication or interaction at schools, to explore the cultural difference, cultural challenge, cultural bias, or cultural conflict. The case study must include such aspects as: Introduction or Description of the Case (Example or Scenario), Analysis or Interpretation of the Case, Evaluation or Solution to the Case, Outcomes obtained from the Case. When students deal with the case study, they are encouraged to use the knowledge and theories to discuss and interpret the cultural differences, such as Edward Hall's high-and low-context cultural taxonomy, Hofstede 6-Dimension model, cultural identity, cultural biases, the relationship among language, culture, and communication, etc. The main purpose of this task is to develop students' across-cultural awareness, sensitivity and competence, and help them to effectively solve specific problems in real communities during the across-cultural communication or interaction.

*Length: 6-10 pages (without the cover page), double-spaced.*

*Format: APA style.*

***Due Date: October 27<sup>th</sup>, 2021.***

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

### **Final Project on Cultural Interview (30%)**

As an educator or a student, working with people from different cultures is quite common in today's globalized world. For this assignment, students are required to select, contact, and interview two people. Both of them must be members with different racial, ethnic or national origin from students themselves.

Two potential interviewees can be a teacher or administrator in educational system in the United States. Please check with the instructor if students are unsure about the selection criteria for the two interviewees. This assignment is aimed at deepening students' knowledge and understanding of the educational leadership and life experiences of other ethnic groups. Thus, students should plan carefully whom they would like to interview in order to maximize their knowledge and experience. Each interview should take about at least 30 minutes. Students should try to conduct the interview face-to-face unless they have no access to any member of other ethnic group in their area. If students would like to record the interview, they have to ask for interviewees' permission. If the interviewee refuses to record the interview, students have to take notes of important points.

Students need to turn to Chapter 4 written by Terrell and Lindsey (2009), and page 67 has listed 12 interview questions that are used for students' interview. Feel free to add any questions students shall deem important. However, it is important that students ask open-ended questions and let the interviewee free to express HIS/HER thoughts and ideas to avoid any bias.

After each interview, students should summarize the cultural interview, describe and analyze the cultural differences and similarities to students' own culture, based on the six dimensions: values, beliefs, customs, traditions, language, and worldview. Then answer the question: **what assumptions about people who are racially, ethnically, or from a national origin group different from students' were challenged as a result of this interview?** As for the cultural interview summary, please turn to page 68, Chapter 4, written by Terrell et al (2018) for more detailed information.

Next, students need to review their interview transcripts and notes. Try to figure out where students place the two interviewees on the cultural proficiency continuum relative to race, ethnicity, and national origin. Finally, students are required to develop a culturally proficient leadership plan or suggestions on how to become a culturally proficient leader, based on what students have learned and experienced in their life.

*Length: 10-15 pages, with the cover page and reference list, double-spaced, APA style.*

***Due Date: December 15th, 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
11:59 PM Each Tuesday	Cultural Leadership or Interaction Presentation
11:59 PM October 27	Case Study of Cross- Cultural Communication
11:59 PM December 15	Final Project on Cultural Interview

## Final Grading

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

## COURSE POLICIES, PROCEDURES, AND EXPECTATIONS

### 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. All submitted work must be professional, typed in a standard 12-point 'Times New Roman' font, double-spaced. 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/>

### Academic Dishonesty, Plagiarism and Cheating

Appropriate ethical behavior in the classroom, especially for an advanced graduate course, is required of every student. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All written assignments in this class must be completely original.

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 11: 59 PM Mountain Standard Time. If students have extenuating circumstances let the instructor 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 students contact the instructor prior to the due date. Students are responsible for investing the time necessary to consider the issues at a level appropriate for a graduate student.

### Technical Requirements

Students 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
<b>September 1</b> <b>WEEK 1</b>	<p style="text-align: center;"><b>Introduction to the Course</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"><li>✧ Introduction to the course</li><li>✧ Introduction to the instructor and students</li><li>✧ The instructor's expectations and students' expectations</li></ul> <p><b>Assignments:</b> (a) Read Chapter 1 by Dimmock &amp; Walker (pp. 1-20) (b) Read Chapter 1 by Terrell &amp; Lindsey (pp. 9-18) (c) Make ppts of the material students have selected and present it next week.</p>
<b>September 8</b> <b>WEEK 2</b>	<p style="text-align: center;"><b>Leadership, Culture &amp; Globalization</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"><li>✧ Culture and related concepts</li><li>✧ Globalization and internationalization</li><li>✧ The development of educational leadership</li><li>✧ The Leadership journey begins within</li></ul> <p><b>Assignments:</b> (a) Read Chapter 2 by Dimmock &amp; Walker (pp. 21-42) (b) Read Chapter 2 by Terrell &amp; Lindsey (pp. 19-29) (c) Make ppts of the material students have selected and present it next week.</p>
<b>September 15</b> <b>WEEK 3</b>	<p style="text-align: center;"><b>Conceptualizing Cross-Cultural Leadership</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"><li>✧ A cross-cultural comparative framework for studying educational leadership</li><li>✧ Leadership &amp; management processes</li><li>✧ Leadership &amp; change</li><li>✧ The cultural proficiency leadership lens</li></ul> <p><b>Assignments:</b> (a) Read Chapter 3 by Dimmock &amp; Walker (pp. 43-62) (b) Read Chapter 3 by Terrell &amp; Lindsey (pp. 30-41) (c) Make ppts of the material students have selected and present it next week.</p>
<b>September 22</b> <b>WEEK 4</b>	<p style="text-align: center;"><b>A Cultural Approach to Leadership: Methodological Issues</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"><li>✧ The concept of culture</li><li>✧ Research societal culture &amp; school leadership</li><li>✧ Summary</li><li>✧ Constructing your cultural autobiography</li></ul> <p><b>Assignments:</b> (a) Read Chapter 4 by Dimmock &amp; Walker (pp. 63-78) (b) Read Chapter 4 by Terrell &amp; Lindsey (pp. 45-62) (c) Make ppts of the material students have selected and present it next week.</p>



<p><b>September 29</b> <b>WEEK 5</b></p>	<p style="text-align: center;"><b>Leadership &amp; Organizational Culture</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ The concept of organizational culture</li> <li>✧ The implications for school leadership and management</li> <li>✧ Six dimensions of organizational culture</li> <li>✧ Responding to issues related to race, ethnicity, and national origin</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 5 by Dimmock &amp; Walker (pp. 79-90)  (b) Read Chapter 5 by Terrell &amp; Lindsey (pp. 63-80)  (c) Make ppts of the material students have selected and present it next week.</p>
<p><b>October 6</b> <b>WEEK 6</b></p>	<p style="text-align: center;"><b>Leadership &amp; Diverse Sociocultural Contexts</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Conceptualizing, contextualizing and connecting leadership</li> <li>✧ Leadership, educational reform, globalization &amp; societal culture</li> <li>✧ Parenting, the family and school</li> <li>✧ Responding to issues related to language, gender, and social class</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 6 by Dimmock &amp; Walker (pp. 91-106)  (b) Read Chapter 6 by Terrell &amp; Lindsey (pp. 81-98)  (c) Make ppts of the material students have selected and present it next week.</p>
<p><b>October 13</b> <b>WEEK 7</b></p>	<p style="text-align: center;"><b>Strategic Leadership &amp; Cultural Diversity</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Assumptions underpinning thinking about strategy</li> <li>✧ Whole-school design elements of the learning-centered school</li> <li>✧ Whole-school design and strategic leadership</li> <li>✧ Strategic leadership and multi-ethnicity</li> <li>✧ Responding to issues related to sexual orientation, faith and ableness</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 7 by Dimmock &amp; Walker (pp. 107-117)  (b) Read Chapter 7 by Terrell &amp; Lindsey (pp. 101-111)  (c) Make ppts of the material students have selected and present it next week.</p>
<p><b>October 20</b> <b>WEEK 8</b></p>	<p style="text-align: center;"><b>Leadership, Learning &amp; Teaching in Diverse Cultures</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Learning</li> <li>✧ Teaching</li> <li>✧ Culturally competent and proficient leadership actions</li> <li>✧ Samples of case study</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 8 by Dimmock &amp; Walker (pp. 118-141)  (b) Read Chapter 8 by Terrell &amp; Lindsey (pp. 112-118)  (c) Make ppts of the material students have selected and present it next week.</p> <p><b>Case Study of Cross-Cultural Communication will be due next week</b></p>

<p><b>October 27</b> <b>WEEK 9</b></p>	<p align="center"><b>Leadership and Staff Management in Diverse Cultures</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Leadership processes</li> <li>✧ A comparison of school leadership in Hong Kong, Singapore and Perth (Australia)</li> <li>✧ Educators and promise of democracy</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 9 by Dimmock &amp; Walker (pp. 142-158) (b) Make ppts of the material students have selected and present it next week.</p> <p><b>Case Study of Cross-Cultural Communication is due today</b></p>
<p><b>November 3</b> <b>WEEK 10</b></p>	<p align="center"><b>Teacher Appraisal in Culturally Diverse Settings</b></p> <p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Teacher appraisal: does not one size fit all?</li> <li>✧ Cultural suitability</li> <li>✧ Appraisal roles and positioning</li> <li>✧ Relational dynamics and communication</li> <li>✧ The way forward</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 10 by Dimmock &amp; Walker (pp. 159-179) (b) Make ppts of the material students have selected and present it next week.</p>
<p><b>November 10</b> <b>WEEK 11</b></p>	<p align="center"><b>Leadership Dilemmas &amp; Cultural Diversity</b></p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> <li>✧ Dilemma analysis in context</li> <li>✧ Studying principalship dilemmas</li> <li>✧ Framework for analyzing dilemma situations</li> <li>✧ Three dilemma situations of Hong Kong principals</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 11 by Dimmock &amp; Walker (pp. 180-196) (b) Make ppts of the material students have selected and present it next week.</p>
<p><b>November 17</b> <b>WEEK 12</b></p>	<p align="center"><b>Leadership of Culturally Diverse Schools</b></p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> <li>✧ Background to multicultural education</li> <li>✧ The goals and approaches to multicultural education</li> <li>✧ School leadership and multicultural education</li> <li>✧ The implications for school leadership training and development</li> </ul> <p><b>Assignments:</b> (a) Read Chapter 12 by Dimmock &amp; Walker (pp. 197-205) (b) Make ppts of the material students have selected and present it next week.</p>
<p><b>November 24</b> <b>WEEK 13</b></p>	<p align="center"><b>Developing Educational Leadership in Culturally Diverse Contexts</b></p> <p><u>Contents:</u></p> <ul style="list-style-type: none"> <li>✧ Key propositions underpinning a future research agenda</li> <li>✧ Specific issues and implications for future research</li> </ul> <p><b>Assignments:</b> (a) Read journal articles on the Moodle shell (b) Make ppts of the material students have selected and present it next week.</p>

<b>Leadership and Multiculturalism</b>	
<b>December 1</b> <i>WEEK 14</i>	<p><u>Contents</u></p> <ul style="list-style-type: none"> <li>✧ Chapter 8: Constructive Conflict Management in a Cultural Context</li> <li>✧ Chapter 9: Redefining Leadership Through Multiculturalism</li> </ul> <p style="color: blue;"><b>The final project on cultural interview will be due next week</b></p>
<b>December 8</b> <i>WEEK 15</i>	<p><b>Final Paper</b></p> <p style="color: red;"><b>The final project is on December 15<sup>th</sup>, 2021</b></p>

 **RUBRICS OF ASSESSMENT EVENTS**

**Cultural Leadership or Cultural Interaction Presentation Rubric**

	Exemplary (5 points)	Acceptable (4-3 points)	Unacceptable (2-0 point)	20 PTS
<b>Content Delivered</b>	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
<b>Speaker Quality</b>	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

<b>Professionalism</b>	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
<b>PPT Quality</b>	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

**Case Study of Cross-Cultural Communication Rubric**

	<b>Exemplary (4 points)</b>	<b>Acceptable (3 points)</b>	<b>Unacceptable (2-0 point)</b>	<b>20 PTS</b>
<b>Introduction or Description of the Case</b>	Introduction of the case consists of a good description of the time of the event, place, who was involved, the relationship among people involved, and other relevant characteristics and/or background.	Introduction of the case consists of an adequate description of the time of the event, place, who was involved, the relationship among people involved, and other relevant characteristics and/or background	Introduction of the case contains partial or inadequate description of time of the event, place, who was involved, the relationship among people involved, and other relevant characteristics and/or background	4 PTS

<p><b>Analysis or Interpretation of the Case</b></p>	<p>Analysis or interpretation provides a good illustration of the event, thoughts, responses, and reaction to the case. Students responds to the theme(s) of the case appropriately.</p>	<p>Analysis or interpretation provides an adequate illustration of the event, thoughts, responses, and reaction to the case. Students responds to the theme(s) of the case adequately.</p>	<p>Analysis or interpretation provides a partial or inadequate illustration of the event, thoughts, responses, and reaction to the case. Students responds to the theme(s) of the case poorly.</p>	<p>4 PTS</p>
<p><b>Evaluation or Solution to the Case</b></p>	<p>Students provides a coherent and detailed discussion, evaluation or solution to the case, addressing its strengths and limitations effectively (if there is any). Theory or theories concerning cultures is or are well used to interpret the cultural differences.</p>	<p>Students provides an adequate discussion, evaluation, or solution to the case, addressing its strengths and limitations adequately (if there is any). Theory or theories concerning cultures is or are used to interpret the cultural differences.</p>	<p>Students provides partial discussion, evaluation or solution to the case, addressing its strengths and limitations ineffectively (if there is any). Theory or theories concerning cultures is or are not used to interpret the cultural differences.</p>	<p>4 PTS</p>
<p><b>Outcomes from the Case</b></p>	<p>Students offer a good illustration of the outcomes they have obtained from the case.</p>	<p>Students offer an adequate illustration of the outcomes they have obtained from the case.</p>	<p>Students offer an inadequate or no illustration of the outcomes they have obtained from the case.</p>	<p>4 PTS</p>
<p><b>Writing Structure</b></p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>4 PTS</p>

## Final Project on Cultural Interview Rubric

Criteria	Above Proficient 30-28 points	Proficient 27-26 points	Part Proficient 25-23	Not Proficient 22-0
<b>Description of the interview</b>	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.
<b>Summary of the interview</b>	A good and proper conclusion drawn from the interview, with regard to six dimensions: values, beliefs, customs, traditions, language and worldview. The question “what assumptions about people who are racially, ethnically, or from a national origin group different from students’ were challenged as a result of this interview?” is thoroughly answered.	An adequate conclusion drawn from the interview, with regard to six dimensions: values, beliefs, customs, traditions, language and worldview. The question “what assumptions about people who are racially, ethnically, or from a national origin group different from students’ were challenged as a result of this interview?” is adequately answered.	An acceptable conclusion drawn from the interview, with regard to six dimensions: values, beliefs, customs, traditions, language and worldview. The question “what assumptions about people who are racially, ethnically, or from a national origin group different from students’ were challenged as a result of this interview?” is reasonably answered.	An unclear or inadequate or no conclusion drawn from the interview, with regard to six dimensions: values, beliefs, customs, traditions, language and worldview. The question “what assumptions about people who are racially, ethnically, or from a national origin group different from students’ were challenged as a result of this interview?” is answered unclearly, or no answer at all.

<p><b>Reflection on the interview</b></p>	<p>Provide in-depth reflection and a thoughtful &amp; well-articulated elaboration about what has been learned from the interview. Reflection includes what are the differences and similarities between students' culture and interviewees' culture; where to place interviews on the cultural proficiency continuum; how to develop a culturally proficient leadership plan; and how can this be helpful to you and your professional career, etc..</p>	<p>Provide an adequate reflection &amp; elaboration about what has been learned from the interview. Reflection includes what are the differences and similarities between students' culture and interviewees' culture; where to place interviews on the cultural proficiency continuum; how to develop a culturally proficient leadership plan; and how can this be helpful to you and your professional career, etc..</p>	<p>Provide an acceptable reflection &amp; elaboration about what has been learned from the interview. Reflection includes most of the required elements.</p>	<p>Provide a partial or an unacceptable reflection &amp; elaboration about what has been learned from the interview. Reflection includes part of the required elements, or no elements at all.</p>
<p><b>Structure of the project</b></p>	<p>Writing is clear, concise, and well organized with excellent 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.</p>	<p>Writing is clear, organized, well written, with few errors. Most sources are cited appropriately. References are cited at the end of the document.</p>	<p>Organization and errors detract from overall quality of writing. Sources are not cited appropriately. Some references are missing in the reference list.</p>	<p>Disorganized and poorly written. No citation or references at the end of the document.</p>

**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.

### **Acknowledgements**

This syllabus is built based on Dr. Udo Fluck's (2015) spring semester syllabus. The instructor would like to show great gratitude to Dr. Udo Fluck for his contribution to this syllabus.

### **References**

Bain, K. (2004). *What the Best College Teachers Do*. Harvard University Press.

Rotenberg, R. (2010). *The art and craft of college teaching*. Walnut Creek, CA: Left Coast



**APPENDIX A****PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE**

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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

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

**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 673: Leadership Across Cultures

The University of Montana  
Fall 2021