

### BASIC DETAILS:

|                                |  |                                     |                      |
|--------------------------------|--|-------------------------------------|----------------------|
| <b>Subject:</b>                | INTERCULTURAL COMMUNICATION                        |                                     |                      |
| <b>Id.:</b>                    | 31928  |                                     |                      |
| <b>Programme:</b>              | GRADUADO EN PERIODISMO. PLAN 2014 (BOE 15/10/2014) |                                     |                      |
| <b>Module:</b>                 | LENGUA Y MEDIOS DE COMUNICACIÓN                    |                                     |                      |
| <b>Subject type:</b>           | OBLIGATORIA  |                                     |                      |
| <b>Year:</b>                   | 2  | <b>Teaching period:</b>             | Segundo Cuatrimestre |
| <b>Credits:</b>                | 6  | <b>Total hours:</b>                 | 150                  |
| <b>Classroom activities:</b>   | 68   | <b>Individual study:</b>            | 82                   |
| <b>Main teaching language:</b> | Inglés   | <b>Secondary teaching language:</b> | Castellano           |
| <b>Lecturer:</b>               |  | <b>Email:</b>                       |                      |

### PRESENTATION:

The purpose of this course is to examine the field of intercultural communication in terms of its history, basic concepts, developmental models as well as the practical applications. This course is applicable to persons working in multicultural settings, from businesses to non-profit organizations as well as government or educational institutions. During this semester we will move from theory to practice and from personal to the applied. The first part of the course lays out the theoretical foundations of intercultural communication. These concepts would help us analyze personal and work situations dealing with culture, ethics and sometimes critical misunderstandings. We will be able to reflect on different situations. We will apply these ideas through experiential learning activities, allowing the students to integrate theory and practice.

### PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

|                                      |                                       |  |
|--------------------------------------|---------------------------------------|--|
| <b>General programme competences</b> | G01                                   | Ability to analyse and synthesise.   |
|                                      | G02                                   | Problem solving.   |
|                                      | G03                                   | Ability to organise and plan.  |
|                                      | G05                                   | Use of Information Technologies.   |
|                                      | G06                                   | Knowledge of a foreign language.   |
|                                      | G07                                   | Teamwork.  |
|                                      | G08                                   | Interpersonal skills.  |
|                                      | G09                                   | Ethical commitment.  |
|                                      | G10                                   | Ability to work in an international context.   |
|                                      | <b>Specific programme competences</b> | E05  |
| E11                                  |                                       | Ability to experiment and innovate through knowledge and use of techniques and methods applied to quality improvement and self-evaluation processes; likewise the skills to learn independently, adapt to change and use creativity to overcome the daily grind. |
| E15                                  |                                       | Ability to work in an international context showing sensitivity towards diversity and multiculturalism.  |
| E17                                  |                                       | Ability to understand and analyse the social communicative situation in the Autonomous Region (structure, policies and working) in a Spanish, European or worldwide context.   |
| E18                                  |                                       | Ability to work in the profession while respecting ethics, a professional code of conduct and the legal framework for news.  |
| E21                                  |                                       | Ability to join a group of professionals, ensuring a convergence between your own professional interests and those of the project which you have joined.   |
| <b>Learning outcomes</b>             | R01                                   | Reflect on their own inter-cultural experiences and analyse the development of their inter-cultural competence.  |
|                                      | R02                                   | Plan and shape future personal and professional objectives.  |
|                                      | R03                                   | Apply adaptation schemes to inter-cultural situations.   |
|                                      | R04                                   | Analyse specific case studies which feature situations of inter-cultural conflict.   |
|                                      | R05                                   | Devise an action and improvement plan for specific case studies which feature situations of inter-cultural conflict.   |

### PRE-REQUISITES:

To have a good command of the English language, not only speaking but a good command of English academic writing. To be registered in this course.

### **SUBJECT PROGRAMME:**

Observations:

Any student who is a distance learning student should get in contact with the instructor at the beginning of the semester, in order to plan accordingly. The student should contact the instructor during the first 3 weeks of classes (BEFORE FEBRUARY 20th), fail to do so the student would not be considered a student exempt and according to USJ regulations he/ she would lose his/ her right to be evaluated in June 2021 (1st convocatoria)

As for the following "convocatorias" distance learning students will follow the same procedure as regular students, a final paper covering 100% of the course material and the grade.

ALL students taking this course (distance or not, first time or second) will have to hand in ALL the assignments in order to be evaluated on 1st Convocatoria.

As for 2nd Convocatoria assignments passed during the semester will be saved.

For the final grade in 1st convocatoria an average grade will be the final grade.

I have 0 TOLERANCE for PLAGIARISM, any kind of suspicion of such a malpractice will imply a 0 in the assignment detected plagiarism. The software Turnitin will be used to detect such mal practices.

### **Subject contents:**

|  |
|--|
| <b>1 - History of Intercultural Communication</b>                                    |
| 1.1 - Introduction   |
| 1.1.2 - Course Presentation: Expectations & Assessments                              |
| 1.2 - Historical context and facts   |
| 1.2.2 - Historical events shaping the beginning of Intercultural Communication Field |
| <b>2 - Intercultural Competence: a definition</b>                                    |
| 2.1 - Introduction   |
| 2.1.2 - Key terms definitions  |
| 2.2 - Analysis of the current situation  |
| 2.2.2 - Agreements & disagreements   |
| <b>3 - Intercultural Communication: Assessment and Developmental Models</b>          |
| 3.1 - The Developmental Model of Intercultural Sensitivity (DMIS)                    |
| 3.1.2 - Analysis of the DMIS and its main characteristics                            |
| 3.2 - The Stress Factors of the Intercultural Experience                             |
| 3.2.2 - Applying the stress factors in any adaptation process                        |
| 3.3 - An analysis of the intercultural experience                                    |
| 3.3.2 - Implementation of the DMIS & Stress Factors of the Intercultural Experience  |
| <b>4 - Case Study: The GLOBE Project</b>   |
| 4.1 - General overview of the case study   |
| 4.2 - Practical use of the case study  |
| <b>5 - Case Study: The SAGE Research Project</b>                                     |
| 5.1 - General overview of the research project                                       |
| 5.2 - Analysis and practical uses of the research project                            |

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

### **TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:**

**Teaching and learning methodologies and activities applied:**

During this course a variety of teaching methods will be used including lectures, class discussions, case studies, role plays, simulations, and small group work. One of the main requirements of this course is to complete the assigned readings for the week and be prepared to comment on them.

The student should plan accordingly and read carefully the compulsory readings. This will greatly enhance class discussions. Another important requirement is to participate actively in class discussions and in your small groups. Your contribution is important and through your active participation, we can all learn more from each other and about the topics being analyzed. I will encourage you to practice what is called the intercultural ethic in class, meaning challenging ourselves to fully listen to others' point of views and to appreciate a variety of communication and learning styles. In class and group projects students are encouraged to discuss the process of working in multicultural teams as well as focusing on tasks and relationships. It is very important to have read, worked and reflected on the readings.

A good and professional interculturalist has the following characteristics: Careful observant, good listener, reflective, pays attention to details, curious, respectful and challenges him/ herself in order to learn about other cultures and grow as a global multicultural being. These competences, and/ or skills need to be worked on and developed, this is why different learning activities have been planned for this course.

#### Professionalism

You are preparing to enter a professional field and you must exhibit those behaviors even beginning now. This includes respectful participation in discussions, adherence to appropriate interactional styles and a professional attitude both in and out of class. A professional attitude means that you do not ridicule or unnecessarily criticize others either within class or outside the class.

#### Plagiarism

Plagiarism is an illegal and unethical activity. I have NO tolerance for it. Plagiarism is the intentional or unintentional representation of someone else's work as your own. Everything you write should be yours or cited correctly using APA 6th Ed. Manual. According to university's regulation as it is stated on "Guía Académica 2015-2016" under part 10 it is explicitly stated what the consequences for plagiarism are. Thus, make sure that your work is yours or your words are paraphrased using references accordingly. The student should plan accordingly and read carefully the compulsory readings. This will greatly enhance their learning. It is very important to have read, worked and reflected on the readings.

#### Student work load:

| Teaching mode               | Teaching methods  | Estimated hours |
|-----------------------------|---|-----------------|
| <b>Classroom activities</b> | Master classes  | 10              |
|                             | Other theory activities                                 | 4               |
|                             | Practical exercises                                     | 10              |
|                             | Practical work, exercises, problem-solving etc.         | 7               |
|                             | Debates   | 10              |
|                             | Coursework presentations                                | 8               |
|                             | Films, videos, documentaries etc.                       | 5               |
|                             | Workshops   | 5               |
|                             | Participation in seminars, conferences etc.             | 3               |
|                             | Assessment activities                                   | 4               |
| <b>Individual study</b>     | Extra-curricular activities (visits, conferences, etc.) | 2               |
|                             | Tutorials   | 2               |
|                             | Individual study  | 14              |
|                             | Individual coursework preparation                       | 16              |
|                             | Group coursework preparation                            | 11              |
|                             | Project work  | 6               |
|                             | Research work   | 10              |
|                             | Compulsory reading                                      | 19              |
| Recommended reading         | 4   |                 |
| <b>Total hours:</b>         |   | <b>150</b>      |

#### ASSESSMENT SCHEME:

#### Calculation of final mark:

Midterm Exam: 30 %

|   |            |          |
|---|------------|----------|
| Group coursework: Case study analysis presentation: | 30         | %        |
| Final take home exam:                               | 40         | %        |
| <b>TOTAL</b>  | <b>100</b> | <b>%</b> |

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

## BIBLIOGRAPHY AND DOCUMENTATION:

### Basic bibliography:

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| DEARDORFF, Darla K. The SAGE Handbook of Intercultural Competence. London: SAGE, 2009.   |
| PAIGE, R. Michael. Education for the Intercultural Experience. Yarmouth: Intercultural Press, 1993.  |
| VANDER VERG, Michael; PAIGE, R. Michael and LOU, Hemming. Student Learning Abroad: What our students are learning, what they are not, and what we can do about it. Stylus Publishing, 2012 |
| BENNETT, Milton. Basic Concepts of Intercultural Communication. Yarmouth: Intercultural Press, 1998.   |

### Recommended bibliography:

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| LANDIS, Dan; BENNETT, Janet M.; BENNETT, Milton J. Handbook of Intercultural Training. Thousand Oaks: Sage, 2004  |
| HOFSTEDE, Geert; HOFSTEDE, Gert Jan. Cultures and Organizations Software of the mind: Intercultural Cooperation and its importance for survival. USA: McGraw Hill, 2005 |
| SAVICKI, Victor. Developing Intercultural Competence and Transformation: Theory, research, and application in international education. Virginia: Stylus, 2008.          |

### Recommended websites:

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|--|---|
| EAIE European Association for International Education                      | <a href="http://www.eaie.org/">http://www.eaie.org/</a>   |
| Intercultural Development Inventory  | <a href="http://www.idiinventory.com">www.idiinventory.com</a>  |
| SIETAR Society for Intercultural Education Training and Research           | <a href="http://www.sietareu.org/">http://www.sietareu.org/</a>   |
| NAFSA: Association of International Educators                              | <a href="http://www.nafsa.org/">http://www.nafsa.org/</a>   |
| IIE Institute of International Education                                   | <a href="http://www.iienetwork.org">http://www.iienetwork.org</a>   |
| IAICS International Association for Intercultural Communication Studies    | <a href="http://www.trinity.edu">http://www.trinity.edu</a>   |
| idealist   | <a href="http://www.idealists.org">http://www.idealists.org</a>   |
| Life Two Project Learning Interculturality from Religions                  | <a href="https://www.facebook.com/lifetwoproject/">https://www.facebook.com/lifetwoproject/</a>                                 |
| Life Two Project you tube channel  | <a href="https://www.youtube.com/channel/UCbydrjNYDaRgvwqIVa4VXDw">https://www.youtube.com/channel/UCbydrjNYDaRgvwqIVa4VXDw</a> |
| CATCH 21st Century Skills for changing the approach to university teaching | <a href="https://www.catch21st.org">https://www.catch21st.org</a>   |

\* Guía Docente sujeta a modificaciones