

BASIC DETAILS:

Subject:	INTERCULTURAL COMMUNICATION		
Id.:	32092		
Programme:	GRADUADO EN COMUNICACIÓN AUDIOVISUAL. PLAN 2014 (BOE 15/10/2014)		
Module:	ENTORNO HISTÓRICO, ECONÓMICO Y SOCIAL DE LA COMUNICACIÓN AUDIOVISUAL		
Subject type:	OBLIGATORIA		
Year:	2	Teaching period:	Segundo Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	68	Individual study:	82
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

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:

General programme competences	G01	Ability to analyse and synthesise.
	G02	Problem solving.
	G03	Ability to organise and plan.
	G04	Use of Information Technologies.
	G05	Teamwork.
	G06	Interpersonal skills
	G07	Ability to take on and display an ethical commitment individually and socially.
	G08	Ability to work in an international context.
	G09	Ability to apply knowledge.
	G10	Ability to generate new ideas (creativity).
	G11	Ability to undertake research.
G14	Capacity to understand the codes and forms of expression of the mass communications media.	
Specific programme competences	E20	Ability to suitably present research results orally or by means of audiovisuals or IT, in accordance with the canons of the communications disciplines.
Learning outcomes	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:

Observations: Any student who is 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.

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

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

I have NO 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 malpractices.

The instructor may change program or activities due to existence of different situations.

The classes online will be at the same time as regular classes, and those will not be taped.

Subject contents:

1 - History of Intercultural Communication
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
2 - Intercultural Competence: a definition
2.1 - Introduction
2.1.2 - Key terms definitions
2.2 - Analysis of the current situation
2.2.2 - Agreements & disagreements
3 - Intercultural Communication: Assessment and Developmental Models
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
4 - Case Study: The GLOBE Project
4.1 - General overview of the case study
4.2 - Practical use of the case study
5 - Case Study: The SAGE Research Project
5.1 - General overview of the research project
5.2 - Analysis and practical uses of the research project

Subject planning could be modified due to 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
Classroom activities	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
Individual study	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	
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Midterm Exam:	30	%
Group coursework: Case study analysis	30	%

presentation:		
Final take home exam:	40	%
TOTAL	100	%

*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:

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:

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:

EAIE European Association for International Education	http://www.eaie.org/
Intercultural Development Inventory	www.idiinventory.com
SIETAR Society for Intercultural Education Training and Research	http://www.sietareu.org/
NAFSA: Association of International Educators	http://www.nafsa.org/
IIE Institute of International Education	http://www.iienetwork.org
IAICS International Association for Intercultural Communication Studies	http://www.trinity.edu
idealist	http://www.idealists.org
Life Two Project Learning Interculturality from Religions	https://www.facebook.com/lifetwoproject/
Life Two Project you tube channel	https://www.youtube.com/channel/UCbydrjNYDaRgVwqIVa4VXDw
CATCH 21st Century Skills for changing the approach to university teaching	https://www.catch21st.org

* Guía Docente sujeta a modificaciones