

## BASIC DETAILS:

<b>Subject:</b>	INTERCULTURAL COMMUNICATION		
<b>Id.:</b>	32445		
<b>Programme:</b>	GRADUADO EN PUBLICIDAD Y RELACIONES PÚBLICAS. PLAN 2014 (CA) BOE 15/10/2014		
<b>Module:</b>	LENGUA Y 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>	65	<b>Individual study:</b>	85
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>	GONZALEZ DEL PONT, GLORIA (T)	<b>Email:</b>	glgonzalez@usj.es

## 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. This course will set the basis for future professionals in the communication field. Our society and working institutions are multicultural therefore it is important for future professionals to acquire knowledge in intercultural communication.

During this semester we will move from theory to practice and from the 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.
	G05	Teamwork.
	G06	Interpersonal skills.
	G07	Ethical commitment.
	G08	Ability to work in an international context.
	G09	Ability to apply knowledge.
	G11	Ability to undertake research.
<b>Specific programme competences</b>	E15	Capacity to understand and interpret the specific environment of advertising and public relations and adapt to the change expected in an extremely dynamic context, determined by new management methods and tools for the profession.
	E16	Capacity for an objective analysis of the present state and drawing of valid conclusions based on knowledge and analysis of the economic, psychosocial, cultural and demographic situation affecting the professional landscape in advertising and public relations. All of this makes the student able to successfully interact with society, thus anticipating a series of benefits in favour of the person/ company as well as society-at-large.
	E17	Capacity to draw sources of inspiration from the modern cultural and intellectual scene for the creative performance of their profession, valuing the cultural roots - particularly artistic - which provide constructive support to advertising standards through mediating tools and methods in the evolution of creative activity. fesión.
	E27	Be able to take a creative view of the possibilities offered by the new technologies with regard to the construction of advertising strategy.
<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.
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## PRE-REQUISITES:

To have a good command of the English language, not only speaking but a good command of English academic writing.

## SUBJECT PROGRAMME:

### Subject contents:

<b>1 - Language and Intercultural Communication</b>
1.1 - Introduction: Definitions and characteristics of intercultural communication
1.2 - Culture and the primary socialization process
1.2.1 - Intercultural competence
1.2.3 - Language and identity in IC
<b>2 - Language, communication, culture and power</b>
2.1 - Characteristics of effective intercultural communication
2.2 - Communication styles and the role of power
2.3 - Assessment and Development Models
2.3.1 - Developmental Model of Intercultural Sensitivity (DMIS)
2.3.2 - Globe and SAGE Projects
<b>3 - Intercultural Transitions: language and cultural confusion to adaptation</b>
3.1 - Transitioning to a new culture: culture shock
3.2 - Stages of culture shock and adjustment. Theories of cross-cultural adaptation
3.3 - Ethnocentrism and othering: barriers to IC
<b>4 - Language and International Conflict</b>
4.1 - Types and characteristics of conflict. Intercultural conflict styles and resolution.
4.2 - Managing language and international conflict situations.
4.2.1 - Mediation and cultural awareness
<b>5 - Interculturality and Global Citizenship</b>
5.1 - Intercultural communication in the global workplace
5.1.1 - Diversity in the workplace . Englishization
5.2 - Competencies for today's global society

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. You will be encouraged 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.

For these reasons you should check the PDU regularly for instructions and deadlines.

A good and professional interculturalist has certain characteristics including being: a careful observant, a good listener, reflective, someone who pays attention to details, and is curious as well as 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 there is an emphasis on practical cases and analysis of real cultural incidents.

#### 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. The university's regulations explicitly state what the consequences for plagiarism are (see Guía Académica, section 10). Thus, make sure that your work is yours or your words are paraphrased using references accordingly.

#### Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	10
	Other theory activities	2
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	16
	Debates	2
	Coursework presentations	6
	Films, videos, documentaries etc.	4
	Workshops	6
	Participation in seminars, conferences etc.	2
	Assessment activities	7
Individual study	Tutorials	2
	Individual study	22
	Individual coursework preparation	20
	Group coursework preparation	10
	Project work	8
	Research work	8
	Compulsory reading	12
	Recommended reading	2
	Extra-curricular activities (visits, conferences, etc.)	1
<b>Total hours:</b>		<b>150</b>

#### ASSESSMENT SCHEME:

##### Calculation of final mark:

Individual coursework:	35	%
Other: Flipped class assignment (35%) and Final Report (30%):	65	%
<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:**

DEARDORFF, Darla K. The SAGE Handbook of Intercultural Competence. London: SAGE, 2009.
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.
JACKSON, JANE. Introducing Language and Intercultural Communication. London. Routledge Publishers. 2020.

### **Recommended bibliography:**

LANDIS, Dan; BENNETT, Janet M.; BENNETT, Milton J. Handbook of Intercultural Training. Thousand Oaks: Sage, 2004
Guía Docente 2015-16 INTERCULTURAL COMMUNICATION FI-009 - 6 - Rev.003 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.
MESTENHAUSER, Josef A. Reflections on the Past, Present, and Future of Internationalizing Higher Education: Discovering Opportunities to Meet Challenges. University of Minnesota, 2011.
BERARDO, Kate; DEARDORFF, Darla k. Building Cultural Competence: Innovative Activities and Models. Sterling, VA: Stylus, 2012.

### **Recommended websites:**

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://sietareu.org/">http://sietareu.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>
CAREI Centro Aragonés de Recursos para la Educación Inclusiva	<a href="http://carei.es/">http://carei.es/</a>
Global Citizen	<a href="http://www.globalpovertyproject.com/global-citizen/">http://www.globalpovertyproject.com/global-citizen/</a>
Aula Intercultural El portal de la educación intercultural	<a href="http://aulaintercultural.org/espacio-web-de-intercambio-red-de-centros-interculturales/">http://aulaintercultural.org/espacio-web-de-intercambio-red-de-centros-interculturales/</a>