

BASIC DETAILS:

Subject:	INTERCULTURAL COMMUNICATION		
Id.:	32406		
Programme:	GRUADO EN TRADUCCION Y COMUNICACION INTERCULTURAL.2014(CA) BOE 15/10/2014		
Module:	FUND. HISTÓRICOS, SOCIALES Y ECONÓMICOS Y SU RELACIÓN CON LA TRADUCCIÓN Y LA COM. INTERCULTURAL		
Subject type:	OBLIGATORIA		
Year:	2	Teaching period:	Segundo Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	65	Individual study:	85
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:	OZCELIK , NADIN (T)	Email:	nozcelik@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:

General programme competences	G02	Ability to communicate fluently in a foreign language.	
	G03	Ability to identify the foundations of the culture of the working languages and apply them throughout their career.	
	G04	Ability to organise and plan projects and tasks using the available resources.	
	G05	Ability to deal with and solve problems effectively.	
	G06	Ability to analyse and synthesise.	
	G08	Ability to carry out activities with an ethical commitment.	
	G09	Ability to work with critical thinking.	
	G10	Ability to recognise and respect diversity and multiculturalism.	
	G11	Ability to always work with motivation and concern for quality.	
	G12	Ability to learn and to manage self-learning throughout their careers.	
	G13	Ability to interact in interpersonal relationships with the necessary social skills according to the applicable rules of protocol.	
	G14	Ability to work in multidisciplinary teams..	
	G15	Ability to work autonomously.	
	G16	Ability to adapt to new and demanding situations and apply new knowledge and new trends to work.	
	G17	Ability to manage, organise and handle information in different formats.	
	G18	Ability to study alternatives and take justifiable decisions.	
	G19	Ability to search for information and carry out research.	
	G20	Ability to develop their career in multicultural and multilingual environments.	
	Specific programme competences	E02	Ability to understand and produce both orally and in writing in the working languages.
		E06	Ability to mediate linguistically and culturally in social and business contexts.
E08		Ability to conduct research and seek information and specialised documentation according to the	

		resources, information sources, documentary databases and terminology in the main languages and working areas of translation and intercultural communication.
	E09	Ability and capacity to retrieve, organise, analyse and process information and communication in order to be disseminated, served or treated for private or collective use through various resources and media or in the creation of productions of any kind.
Learning outcomes	R01	Reflect on their own cultural experiences and analyse the development of intercultural skills.
	R02	Plan and project future professional and personal goals.
	R03	Apply adaptive mechanisms in intercultural situations.
	R04	Analyse specific case studies where intercultural conflict situations are presented.
	R05	Develop an action plan to improve specific case studies where intercultural conflict situations arise.?

PRE-REQUISITES:

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

SUBJECT PROGRAMME:

Observations:

This very course aims to explore the interrelations between the language and intercultural communication, especially aims to understand the role of culture in political, economic and social context, the impact of power relations and main global challenges for international communication. Therefore, as a final objective this course aims to improve required skills on reducing conflicts and building relations in a globalized society. To reach these objective, the course is planned as following:

1. Language and Intercultural Communication
2. Language, Communication, Culture, and Power
3. Intercultural Transitions: language and cultural confusion to adaptation
4. Language and International Conflict
5. Interculturality and Global Citizenship

Mastering intercultural communication is not just a skill but a necessity for participating in and contributing to today's multicultural and globalized society.

Subject contents:

1 - Language and Intercultural Communication
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
2 - Language, communication, culture and power
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
3 - Intercultural Transitions: language and cultural confusion to adaptation
3.1 - Transitioning to a new culture: culture shock
3.2 - Stages of culture shock and adjustment. Theories of cross-cultural adaptation
3.3 - Ethnocentricism and othering: barriers to IC

4 - Language and International Conflict
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
5 - Interculturality and Global Citizenship
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.

Learning activities:

Week	Unit/Block/Theme	Classroom sessions	Hours	Individual study activities	Hours
1	03/02/2025 1.Language and Intercultural Communication	Introduction to the course. Review of the syllabus. Overview of expectations and assessment. Feedback on students' knowledge about Intercultural Communication.	4	Compulsory readings. Reflect on the reading for the week. Answer questions about the compulsory reading.	5
2	10/02/2025	Discussion on the readings. Debate and group work.	4	Compulsory readings. Analysis and work on the readings.	5
3	17/02/2025	Master class and analysis of cultural influence on communication.	4	Compulsory readings. Individual assignment 1 due March 23. Part 1	5
4	24/02/2025 2.Language, communication, culture and power	Lectures and corresponding assignments on characteristics of IC	4	Compulsory Readings and Class Work	6
5	03/03/2025 2.3.1.Developmental Model of Intercultural Sensitivity (DMIS)	Lecture and class debate.	4	Compulsory readings. Analysis and Reflection.	5
6	10/03/2025 2.3.2.Globe and SAGE Projects	Lectures and Class Discussion.	4	Analysis and reflection. Individual assignment, part 2 due April 18.	4
7	17/03/2025 3.Intercultural Transitions: language and cultural confusion to adaptation	Lectures and class debate	4	Compulsory readings and class activities.	5
8	24/03/2025 3.Intercultural Transitions: language and cultural confusion to adaptation 3.1.Transitioning to a new culture: culture shock	Easter break	0	Readings	4
9	31/03/2025 3.Intercultural Transitions: language and cultural confusion to adaptation 3.1.Transitioning to a new culture: culture shock	Lectures and class debate	4	Readings	6
10	07/04/2025 3.2.Stages of culture shock and adjustment. Theories of cross-cultural adaptation	Lectures and class debate.	4	Reading assignments and discussion.	5
11	14/04/2025 4.Language and International Conflict	Lectures and class discussion.	4	Reading Assignments and Individual assignment 3 due May 4.	2
12	21/04/2025 4.1.Types and characteristics of conflict. Intercultural conflict styles and resolution.	Class Discussion and Communicative exercises.	5	Compulsory Readings and assignments.	4
13	28/04/2025 4.2.1.Mediation and cultural awareness	Lectures and Discussion.	4	Readings and Flipped Class presentations.	5
14	05/05/2025 5.1.1.Diversity in the workplace . Englishization	Lectures and Class discussion.	4	Readings ad Flipped Class Presentations	4
15	12/05/2025 5.2.Competencies for today's global society	Discussion of Flipped Class Activities.	4	Flipped Class Presentations.	5
16	19/05/2025	Instructions for Final Project.	4	Final Project/ Research paper preparation.	4
17	26/05/2025	Final Project submission according to Examinations calendar	2	Final Project Submission.	5
18	02/06/2025	Final Project submission according to Exams calendar. Revision before official closing date.	2	Final Project Revision.	6
TOTAL CLASSROOM HOURS:			65	TOTAL INDIVIDUAL STUDY HOURS:	85

Observations for students exempt from compulsory attendance due to special circumstances:

Assessment criteria for students exempt from attendance or under special circumstances (illness, etc):

Students under these circumstances must adhere to the same requirements as those attending:

Individual Coursework (35%) - All individual written assignments work must be submitted before submission of final project/ report.

Other (65%)-

- **Flipped Class assignment (35%)**- Obligatory assignment. Any student failing to carry out this assignment will automatically receive a 0 for the course.
- **Final Project Report (30%)**.

For Repeat Sitting:

Students must repeat all failed items. Marks will be held for those items passed. All students must have a personalized tutorials with the lecturer.

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 Guia Académica, section 10). Thus, make sure that your work is yours or your words are paraphrased using references accordingly.

Integration of English language in the subject:

This course will be delivered primarily in English. Academic reading and writing skills are expected from students.

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
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Individual coursework:	35	%
Other: Flipped class assignment (35%) and Final Report (30%):	65	%
TOTAL	100	%

Specific assessment criteria

Assessment criteria:

Individual Coursework (35%) - All individual written assignments work must be submitted before submission of final project/ report:

Other (65%):

- **Flipped Class assignment (35%)- Obligatory assignment.** Any student failing to carry out this assignment will automatically receive a 0 for the course.
- **Final Project Report (30%)**

It is compulsory to attend at least 80% of the subject

Papers that violate the plagiarism regulations that will be uploaded to the PDU will not be accepted. They will be marked 0.

For Repeat Sitting:

Students must repeat all failed items. Marks will be held for those items passed. All students must have a personalized tutorials with the lecturer.

ALL WORK MUST BE SUBMITTED VIA PDU AND THROUGH TURNITIN.

Regulation for plagiarism and illegal practices

Any total or partial copying or plagiarism in an evaluation will result in a fail (zero) in said evaluation. In the case of group evaluations, they will be scored in the same way, trying to individualise the responsibility of each member, if possible. If this is not possible or the responsibility is clearly of all members, all of them will be awarded a fail (zero). In the case of external work placements, the resulting grade (fail, zero) obliges the student to repeat said work placements.

The scope of the grade of the final assessment (fail, zero) in an evaluation with respect to the final subject grade is at the discretion of the subject teacher.

To find out more about what plagiarism is and how to avoid it, you can consult: <https://www.usj.es/alumnos/vidauniversitaria/biblioteca/investigacion/como-publicar/plagio>

Regulation for the use of AI systems

The use of any form of Artificial Intelligence (AI) in carrying out learning activities such as assignments and exams, including projects, assignments, essays or research, requires due authorisation and supervision of the corresponding teaching staff. This authorisation will appear in the specific statement of the assessed learning activity and the scope, and limits established therein must be strictly respected.

Where the use of AI is authorised for the development of a learning activity, it will be limited primarily to the early stages of the research, where it can provide inspiration or suggest direction, but not to produce content that is included directly in the final submission. If authorisation is given to reproduce texts generated by AI, the student must clearly disclose this fact in the submitted document. The AI methods and tools used must be expressly specified. In any case, the student must provide a detailed explanation about how the AI has been used in the research or process of the activity and/ or work, including any prompts used, the verifications carried out to guarantee the authenticity of the information proposed by the AI and the modifications made to the content generated by the AI.

The use of AI in learning activities and/ or academic work must respect the ethical principles of academic integrity and intellectual honesty. If the student makes inappropriate use of AI in violation of the established regulations, the result of the grade in the corresponding learning activity will be a fail (zero).

The scope of the grade of the final assessment (fail, zero) in an evaluation with respect to the final subject grade is at the discretion of the subject teacher.

Assessment methods:

Assessment method	Learning outcomes assessed	Assessment criteria	%
Individual Coursework	R01 R02 R03 R04 R05	Show good command of and knowledge about the main conceptual frameworks studied during this course. Sound knowledge of aims and main findings of the Globe Project and an understanding of the practical applications of this research, in particular in business contexts. Show the ability to identify options and make recommendations about possible courses of action based on research findings from the Globe Project. Correct use of APA Style when referencing. Good command of the English language to enable effective communication. Oral presentation skills in English.	35
Other: In-class presentations 30% and Final Project 35% (Oral and Written)	R01 R02 R03 R04 R05	Show good command of and knowledge about the main conceptual frameworks studied during this course. Sound knowledge of aims and main findings of the Globe Project and an understanding of the	65

		practical applications of this research, in particular in business contexts. Show the ability to identify options and make recommendations about possible courses of action based on research findings from the Globe Project. Correct use of APA Style when referencing. Good command of the English language to enable effective communication. Oral presentation skills in English.	
Total weighting:			100

Observations for students exempt from compulsory attendance due to special circumstances:

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 by Friday, February 9th in order to plan accordingly. If the student does not contact the instructor, the student will be expected to attend regularly and will not be considered exempt from compulsory attendance. In this case, absences and failure to hand in assignments on time will negatively affect assessment and, consequently, assessment may not be sufficient to entitle the student submit final report.

Assessment criteria for non-attending students:

Students under these circumstances must adhere to the same requirements as those attending:

Individual Coursework (35%) - All individual written assignments work must be submitted before submission of final project/ report:

Other (65%)-

- **Flipped Class assignment (35%)**- Obligatory assignment. Any student failing to carry out this assignment will automatically receive a 0 for the course.
- **Final Project Report (30%)**

It is compulsory to attend at least 80% of the subject

Papers that violate the plagiarism regulations that will be uploaded to the PDU will not be accepted. They will be marked 0.

For Repeat Sitting:

Students must repeat all failed items. Marks will be held for those items passed. All students must have a personalized tutorials with the lecturer.

ALL WORK MUST BE SUBMITTED VIA PDU AND THROUGH TURNITIN.

Academic dishonesty will not be tolerated. Work that is plagiarised will receive a grade of 0.

Regulation for plagiarism and illegal practices

Any total or partial copying or plagiarism in an evaluation will result in a fail (zero) in said evaluation. In the case of group evaluations, they will be scored in the same way, trying to individualise the responsibility of each member, if possible. If this is not possible or the responsibility is clearly of all members, all of them will be awarded a fail (zero). In the case of external work placements, the resulting grade (fail, zero) obliges the student to repeat said work placements.

The scope of the grade of the final assessment (fail, zero) in an evaluation with respect to the final subject grade is at the discretion of the subject teacher.

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exams, including projects, assignments, essays or research, requires due authorisation and supervision of the corresponding teaching staff. This authorisation will appear in the specific statement of the assessed learning activity and the scope, and limits established therein must be strictly respected.

Where the use of AI is authorised for the development of a learning activity, it will be limited primarily to the early stages of the research, where it can provide inspiration or suggest direction, but not to produce content that is included directly in the final submission. If authorisation is given to reproduce texts generated by AI, the student must clearly disclose this fact in the submitted document. The AI methods and tools used must be expressly specified. In any case, the student must provide a detailed explanation about how the AI has been used in the research or process of the activity and/ or work, including any prompts used, the verifications carried out to guarantee the authenticity of the information proposed by the AI and the modifications made to the content generated by the AI.

The use of AI in learning activities and/ or academic work must respect the ethical principles of academic integrity and intellectual honesty. If the student makes inappropriate use of AI in violation of the established regulations, the result of the grade in the corresponding learning activity will be a fail (zero).

The scope of the grade of the final assessment (fail, zero) in an evaluation with respect to the final subject grade is at the discretion of the subject teacher.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

BENNETT, Milton. Basic Concepts of Intercultural Communication. Yarmouth: Intercultural Press, 1998.
DEARDORFF, Darla K. The SAGE Handbook of Intercultural Competence. London: SAGE, 2009.
JACKSON, JANE. Introducing Language and Intercultural Communication. London. Routledge Publishers. 2020.
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

Recommended bibliography:

BERARDO, Kate; DEARDORFF, Darla k. Building Cultural Competence: Innovative Activities and Models. Sterling, VA: Stylus, 2012.
HOFSTEDE, Geert; HOFSTEDE, Gert Jan. Cultures and Organizations Software of the mind: Intercultural Cooperation and its importance for survival. USA: McGraw Hill, 2005
LANDIS, Dan; BENNETT, Janet M.; BENNETT, Milton J. Handbook of Intercultural Training. Thousand Oaks: Sage, Guía Docente 2015-16 INTERCULTURAL COMMUNICATION FI-009 - 6 - Rev.003 2004
MESTENHAUSER, Josef A. Reflections on the Past, Present, and Future of Internationalizing Higher Education: Discovering Opportunities to Meet Challenges. University of Minnesota, 2011.
SAVICKI, Victor. Developing Intercultural Competence and Transformation: Theory, research, and application in international education. Virginia: Stylus, 2008.

Recommended websites:

Aula Intercultural El portal de la educación intercultural	http://aulaintercultural.org/espacio-web-de-intercambio-red-de-centros-interculturales/
CAREI Centro Aragonés de Recursos para la Educación Inclusiva	http://carei.es/
Country comparison tool	https://www.theculturefactor.com/country-comparison-tool
EAIE European Association for International Education	http://www.eaie.org/
Geert Hofstede website	https://geerthofstede.com/
Global Citizen	http://www.globalpovertyproject.com/global-citizen/
IAICS International Association for Intercultural Communication Studies	http://www.trinity.edu
IIE Institute of International Education	http://www.iienetwork.org
Intercultural Development Inventory	www.idiinventory.com
SIETAR Society for Intercultural Education Training and Research	http://sietareu.org/

OBSERVATIONS: