

**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>	Ingles	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>	OZCELIK, NADIN (T)	<b>Email:</b>	nozcelik@usj.es

**PRESENTATION:**

The purpose of this course is to explore the field of intercultural communication— including key concepts, developmental models, and practical applications—while providing a solid basis for future professionals in the communication field. This course is applicable to people working in multicultural settings, from businesses to non-profit organizations, including governmental or educational institutions. Over the past decades, our society and business world have become multicultural, hence, it is important for future professionals to develop necessary skills for an effective intercultural communication.

During this semester, we will put into practice key theories through individual and group assignment. The first part of the course lays out the theoretical foundations of intercultural communication. These concepts would help us to analyze personal and professional 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.
	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.
<b>Specific programme competences</b>	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.
	R01	Reflect on their own inter-cultural experiences and analyse the development of their inter-cultural competence.
<b>Learning outcomes</b>	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.

### SUBJECT PROGRAMME:

Observations:

There are three main

#### 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.

### Learning activities:

Week	Unit/Block/Theme	Classroom sessions	Hours	Individual study activities	Hours
1 02/02/2026	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 09/02/2026	1.2.Culture and the primary socialization process	Classroom debates and group discussions on case studies.	4	Individual study.	5

3	16/02/2026		Carnival break.	0	Individual study for the first assignment.	5
4	23/02/2026	1.2.1. Intercultural competence 1.2.3. Language and identity in IC	Master class and relevant assignments on intercultural competences together with language.	4	Compulsory readings and classroom activities. <b>First individual assignment due on 12 March.</b>	6
5	02/03/2026	2. Language, communication, culture and power 2.1. Characteristics of effective intercultural communication	Master class and classroom debate.	4	Compulsory readings, Analysis and Reflection.	5
6	09/03/2026	2.2. Communication styles and the role of power	Lectures and Class Discussion.	4	Analysis and reflection.	4
7	16/03/2026	2.3. Assessment and Development Models 2.3.1. Developmental Model of Intercultural Sensitivity (DMIS) 2.3.2. Globe and SAGE Projects	Master class and classroom activities.	4	Compulsory readings and class activities. <b>Second Individual assignment due on April 17.</b>	5
8	23/03/2026	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
9	30/03/2026	3. Intercultural Transitions: language and cultural confusion to adaptation	Easter break.	0	Reading assignments and discussion.	5
10	06/04/2026	3.2. Stages of culture shock and adjustment. Theories of cross-cultural adaptation	Lectures and class discussion.	2	Reading Assignments.	2
11	13/04/2026	3.2. Stages of culture shock and adjustment. Theories of cross-cultural adaptation 3.3. Ethnocentrism and othering: barriers to IC	Master class and group discussions. <b>Instructions on Flipped Classroom group presentations.</b>	4	Readings.	4
12	20/04/2026	4. Language and International Conflict 4.1. Types and characteristics of conflict. Intercultural conflict styles and resolution.	Classroom discussions and practical communicative exercises.	4	Compulsory Readings and assignments. Group work on <b>Flipped Class Presentations.</b>	4
13	27/04/2026	4.2. Managing language and international conflict situations. 4.2.1. Mediation and cultural awareness	Master class and discussions. Instructions on final project.	4	Readings and individual study. Group work on <b>Flipped Class Presentations.</b>	5
14	04/05/2026	5. Interculturality and Global Citizenship 5.1. Intercultural communication in the global workplace 5.1.1. Diversity in the workplace. Englishization	Lectures and Class discussion.	4	Readings. Group work on <b>Flipped Class Presentations.</b>	4
15	11/05/2026	5.1.1. Diversity in the workplace. Englishization 5.2. Competencies for today's global society	Master class. Support on Flipped Class Presentations.	4	Group work on <b>Flipped Class Presentations</b>	5
16	18/05/2026		Flipped classroom presentations.	4	Final Project/ Research paper preparation. <b>Final project due on May 29.</b>	4
17	25/05/2026		Final Project submission according to Examinations calendar	6	Final Project Submission due on <b>May 29.</b>	5
18	01/06/2026		Final Project submission according to Exams calendar. Revision before official closing date.	5	Final Project Revision.	6
<b>TOTAL CLASSROOM HOURS:</b>				<b>65</b>	<b>TOTAL INDIVIDUAL STUDY HOURS:</b>	<b>85</b>

**Observations for students exempt from compulsory attendance due to special circumstances:**
**Assessment criteria for students exempt from attendance or under special circumstances (illness, job, etc):**

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

**Individual Coursework(30%)** - All individual written assignments work must be submitted before submission of final project/ report.

**Other (70%)-**

- **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 (35%).**

**Resit exams for failed students:**

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. There are NO tolerances on plagiarism. 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.

### 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
<b>Individual study</b>	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:	30	%
Other: Flipped class assignment (35%) and Final Report (35%):	70	%
<b>TOTAL</b>	100	%

#### Specific assessment criteria

##### Assessment criteria:

**Individual Coursework (30%)** - All individual written assignments work must be submitted before submission of final project/ report:

##### **Other (70%):**

- **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 (35%)**

**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 evaluated and scored as 0.**

##### For Resit Exams:

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) for that evaluation. In the case of group evaluations, the same policy applies, with an effort to individualize the responsibility of each member where possible. If individual responsibility cannot be determined or the responsibility clearly lies with all members, all will receive a fail (zero).

For external work placements, receiving a fail (zero) grade requires the student to repeat the placement. The impact of a fail (zero) in an evaluation on the final subject grade is at the discretion of the subject teacher.

For more information about plagiarism 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 lecture activities such as individual assignments, group projects and final project report, require 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.	30
Other: In-class presentations 35% 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 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.	70
<b>Total weighting:</b>			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 (30%)** - All individual written assignments work must be submitted before submission of final project/ report:

**Other (70%):**

- **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 (35%)**

**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) for that evaluation. In the case of group evaluations, the same policy applies, with an effort to individualize the responsibility of each member where possible. If individual responsibility cannot be determined or the responsibility clearly lies with all members, all will receive a fail (zero).

For external work placements, receiving a fail (zero) grade requires the student to repeat the placement. The impact of a fail (zero) in an evaluation on the final subject grade is at the discretion of the subject teacher.

For more information about plagiarism 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 us ng 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.

### **Extract from the internal regulations of the permanence regime**

A student who does not appear for the final test provided in the Teaching Guide when it has a weight equal to or greater than 40% will be considered a "Not Presented" and will not use up the sitting. If the final exam percentage is lower or there is no final exam, the student will be considered "Not Presented" if he or she has taken assessment elements that represent less than 40% of the final grade.

A student will be considered "Presented" to a test or assessment item if he or she takes it and, once the questions or instructions have been submitted and/or viewed and/or read, decides to withdraw.

In the event of a failure, the Teaching Guide may specify whether the results of the tests or assessment elements taken will be carried over to the next sitting within the same academic year. In any case, the results of tests or assessment elements from a sitting, if considered a "Not Presented," cannot be used for the next sitting within the same academic year. In general, the results of the evaluation tests of a course cannot be saved for the next courses.

### **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.

### **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.

Hofstede's Country Comparison Tool: <a href="https://www.theculturefactor.com/country-comparison-tool">https://www.theculturefactor.com/country-comparison-tool</a>
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	<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>
CAREI Centro Aragonés de Recursos para la Educación Inclusiva	<a href="http://carei.es/">http://carei.es/</a>
Country comparison tool	<a href="https://www.theculturefactor.com/country-comparison-tool">https://www.theculturefactor.com/country-comparison-tool</a>
EAIE European Association for International Education	<a href="http://www.eaie.org/">http://www.eaie.org/</a>
Geert Hofstede website	<a href="https://geerthofstede.com/">https://geerthofstede.com/</a>
Global Citizen	<a href="http://www.globalpovertyproject.com/global-citizen/">http://www.globalpovertyproject.com/global-citizen/</a>
IAICS International Association for Intercultural Communication Studies	<a href="http://www.trinity.edu">http://www.trinity.edu</a>
IIE Institute of International Education	<a href="http://www.iienetwork.org">http://www.iienetwork.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>

**OBSERVATIONS:**