

## Module specification

### **IMPORTANT NOTES – PLEASE READ THEM BEFORE COMPLETING THIS FORM**

1. The module learning outcomes in section 7 should be mapped against the overall programme outcomes listed in the programme specification.
2. Learning outcomes in section 7 are grouped under four main headings (A/B/C/D). However, where a heading is not appropriate to a particular module, it would be reasonable to remove it from this form.
3. The number of learning outcomes should be sufficient to show the character of the module and differentiate it from other modules, and may vary according to content. Experience suggests that the fewer learning outcomes the better, and certainly no more than twelve per module.
4. The assessment strategy and methods in section 9 should cover the full range of intended learning outcomes.
5. Detailed guidance on credit level descriptors and on linking module learning outcomes to assessment and teaching strategy can be found in the SEEC website at <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> and the QAA website <http://www.qaa.ac.uk/aboutus/glossary/pages/glossary-c.aspx>.
6. This form covers the minimum set of information required by the Open University but institutions may add other information for internal use if required.

### 1. Factual information

<b>Module title</b>	Anthropology 349 Intercultural Communication in Theory and Practice		
<b>Module tutor</b>	Dr Maria Patsarika	<b>Level</b>	6
<b>Module type</b>	Taught	<b>Credit value</b>	15
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours</b>	150 [Lectures / assigned readings / class participation and discussions / summative writing assessments / exam / quizzes / homework ]		

### 2. Rationale for the module and its links with other modules

This is level 6 elective for students of international relations, and an English requirement (pathway Communication and New Media). It provides students with basic knowledge on how communication practices are patterned by culture, helping them to acquire a reflexive approach to their own cultural identity and communication styles. This course relates to other courses such as Politics 201 (International Relations), English 250 (Professional Communication), Soc Sc 349 (Globalization), Communication 217 (Communication Theory and Techniques).

**3. Aims of the module**

This module aims to introduce students to a rounded understanding of how interactions between people from different cultural backgrounds takes place and the influences that affect such processes. In today's globalized world this seems to be central to our existence as empathic, sympathetic and adaptable persons, colleagues or citizens, among others. Drawing on case studies from diverse social and cultural contexts (such as the workplace or interpersonal relationships), we will develop knowledge and skills for more effective intercultural communication practices.

**4. Pre-requisite modules or specified entry requirements**

None

**5. Is the module compensatable?**

N/A

**6. Are there any PSRB requirements regarding the module?**

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>A1</b> : demonstrate their knowledge of the fundamental connection between culture and communication</p> <p><b>A2</b> : comprehend the ways in which the cultural, historical, social contexts are shaping variables in communication</p>	<p>A1</p> <p>A3</p>	<p>Lecture, assigned readings, discussions, exam, formative assignments, film/ documentary analysis</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p><b>B1</b>: be aware of own cultural baggage and identity, and how these shape communication styles</p> <p><b>B2</b> : be aware of the different barriers to intercultural communication at the levels of the verbal and non-verbal codes, cultural space, metaphors and representations.</p>	<p>B1</p> <p>B3</p>	<p>Lecture, readings, discussions, self-reflective assignment, interactive exercises and activities, film/documentary analysis</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><b>C1</b> : develop skills and the vocabulary to articulate and communicate effectively cultural issues and concerns, both verbally and in writing</p>	<p>C1</p>	<p>Lecture, discussions and group work, interactive exercises and activities, film/documentary analysis, formative assignments, exam</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<b>C2</b> : develop research skills <b>C3</b> : design appropriate tools and materials for their research project and its presentation	C3 C2	

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i> <b>D1:</b> develop an awareness of their own cultural identities and an appreciation for others <b>D2:</b> apply knowledge and skills towards an effective intercultural exchange <b>D3:</b> become more adaptable to intercultural contexts and interactions	D1 D2 D5	Participation in class discussions, and activities, research preparation and presentation

8. Indicative content.
What is Intercultural Communication – why do we need to know about other cultures - Key terms in the study of intercultural communication – Understanding ‘culture’ – frameworks for studying culture – Ethics and civic responsibility in intercultural research – The make-up of culture: identities and histories – Communicating culture: verbal and non-verbal communication – Media and cultural identities: diversity, gender, representation and cyber-identities – Intercultural communication at the workplace: conflict resolution and the role of play – Intercultural communication in multicultural societies: from intolerance and conflict to solidarity, interdependence and social responsibility – Surviving culture shock: cross-cultural adaptation and resilience.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
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### Assessment Strategy:

For this module summative assessment will include:

- **A final exam** composed of 2 essay questions;
- **Writing assignment 1:** a reflection paper on one's own cultural baggage, personal history and multiple identities that shape one's communication style (appr. 2000 words), and;
- **Writing assignment 2:** a research paper based on a film that discusses some type of intercultural communication (in terms of history, culture, religion, society, modes of communication) (appr. 3000 words).

### Formative Assessment

- Class participation
- Short Assignments

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Final Exam	50%	Exams week	%	See below
Writing Assessment 1	25%	Week 7	%	
Writing Assessment 2	25%	Week 12	%	

Assessment tasks	A1	A2	B1	B2	C1	C2	C3	D1	D2	D3		
	Final exam	X	X	X	X	X						
Writing assignment 1	X	X	X	X	X	X	X	X	X	X		
Writing assignment 2	X	X	X	X	X	X	X	X	X	X		

10. Teaching staff associated with the module
Name and contact details
Dr Maria Patsarika, Office #8, NB, office hours Thursdays 2-3 pm (also on Tuesdays after appointment)
<a href="mailto:mpatsarika@act.edu">mpatsarika@act.edu</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
Baldwin, J.R, Means Coleman, R.R., Golzalez, A., and Shenoy-Packer, S.	2014	<i>Intercultural Communication in Everyday Life</i>	Wiley Blackwell	e-textbook, also available in the Library

12. Other indicative text (e.g. websites)
<p>Dodd, C. (1995) <i>Dynamics of Intercultural Communication</i>. Brown and Benchmark.</p> <p>Gumperz, J.J. (1992) <i>Language and Social Identity</i>. Cambridge University Press</p> <p>Martin, J., Th. Nakayama, L. Flores (2002) <i>Readings in Intercultural Communication: Experiences and Contexts</i>. Mc Graw Hill.</p> <p>Samovar, L., R. Porter, E. Mc Daniel (2012) <i>Communication between cultures</i>. Wadsworth.</p> <p>Tomalin, B. (1993) <i>Cultural Awareness</i>. Oxford University Press.</p> <p>Spencer – Oatey, H. (2000) <i>Culturally speaking: managing rapport through talk across cultures</i>. Continuum.</p>

Leeds-Hurwitz, W. (2002) *Wedding as Text: communicating cultural identities through ritual*. Lawrence Erlbaum Associated Press.  
 Martin, J., Th. Nakayama (2012) *Intercultural communication in contexts*. Mc Graw Hill.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

**GRADING & ACADEMIC POLICIES**

**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

**Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)**

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

**Revised Absence Policy – Effective Spring 2017**

**Maximum Allowed Number of Absences**

The maximum allowed number of absences for all ACT courses stands at **6 (six) hours per course**.

**Excusing Absences**

To excuse absences for good cause (such as medical reasons or personal crises), the student should contact the Registrar's office and, ahead of time or **at the latest within a week from the time the absences took place**, provide written proof of the cause of the absences. The documents submitted are then evaluated by the Associate Dean for Administration and Student Affairs, who decides whether there are valid grounds for excusing the absences.

### **Successful Attendance**

A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, **the maximum number of absences (excused or not) stands at 11 hours per course**. In case of an unsuccessful attendance, the student is administratively withdrawn from the course. The student has the right to appeal the decision to be administratively withdrawn from a course due to excessive absences and seek reinstatement. In this case, the student, **within three working days**, must fill in a 'mitigating circumstances' form in the Registrar's office, where the reasons of the appeal should be explained. Following this, a formal hearing of the Academic Standards and Performance Committee (ASPC) takes place. The decision of the Committee is final.

### **ACADEMIC INTEGRITY**

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: "A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

### **Special Accommodations**

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

## **GRADING SCALE**



Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0