

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Course name: Intercultural Communication

Course code: COMM-3200

Total contact hours: 48

Course length: 12 weeks

COURSE DESCRIPTION

This course provides an introduction to the field of intercultural communication enhances the development of intercultural competence and explores implications and applications towards shaping one's cultural identity and worldview. The course also examines theoretical aspects of culture and worldview; communicative and intercultural competence; intercultural contact and entry processes; issues of diversity and commonalities among human beings; and implications and applications for work settings and for oneself as a member of multicultural groups.

This course is a part of the social psychology, cultural-historical psychology, developmental psychology, and cognitive psychology fields.

ATTENDANCE

- 1) Students are allowed 2 **nonconsecutive** absences. (justified or not). Course will be failed otherwise.
- 2) Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent in this class, unless an official document is presented no later than one week after the absence.
- 3) You are officially late to class after **10 minutes**.
- 4) If you are 15 minutes late – 2% will automatically be deducted from your overall/final grade. Each time you are 15 minutes late 2% will be deducted.
- 5) In regards to punctuality, three late arrivals (15 minutes late) will equal an absence.
- 6) If the student arrives to class 30 minutes late without an official justification document, it will also count as an absence.
- 7) 3 late arrivals (15 minutes later) equal an absence.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom if:

- 1) Be disruptive in the classroom.
- 2) Behaves in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Shows hygiene problems that may disturb other students.
- 6) An issue in this area will affect participation grade.

ELECTRONIC DEVICES

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used **ONLY** when the professor assigns a specific activity and allows the use of devices for internet search or recording.

Those who fail to comply with the rule must leave the classroom for the remainder of the class period. If situation happens again, 10 points will be deducted from the final participation grade.

This is a theoretical-practical course, and it seeks to clarify the following question:

How people from different countries and cultures act, communicate, and perceive the world around them to develop intercultural understanding and competence, that promote the ability to understand and value cultural differences?

In order to respond this question, we will study the following generative topics:

- Cultural Dimensions.
- (Hofstede).
- Intercultural Competence.
- Cultural Patterns and Communication: Taxonomies.
- Intercultural Personal Relationship Development: Identity and relational-Based themes.
- Perception of the Self
- International Cultures
- Interacting with a Host Family.
- What is Intercultural Communication.
- Stumbling Blocks in ICC.
- Definition and Functioning on Nonverbal Communication.
- Beyond Cultural Identity: Reflections on Multiculturalism.

- Traditional Beliefs and Practices-Are Some Better than Others?
- Health and Suffering: Islamic Point of View.
- Japan and its culture.
- International Cultures.

ALONG THE COURSE, THE FOLLOWING SKILLS WILL BE FOSTERED

- Ability to assess content, knowledge and findings in regards to their future job.
- Ability to consider the thoughts and cultural differences of peers.
- Ability to challenge own assumptions and acknowledge worldwide cultural differences.
- Ability to participate and collaborate actively in the group tasks and ability to demonstrate confidence, solidarity, cordiality.
- Ability to communicate with locals using intercultural communication.

VALUES AND ATTITUDES

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Empathic and reliable negotiation.

COMPETENCIES, CRITERIA AND EVIDENCE

At Veritas University, competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key competences	Evidence of learning
Discipline Integrates knowledge to answer explore questions about intercultural communication, cultural dimensions, international communication job opportunities, in the context of global	Analyzes how intercultural communication enhances the development of intercultural competence shaping own cultural identity and worldview.	Individual Presentation and summary. Final clip presentation.
	Applies problem solving and analytical skills <u>to</u>	Case study presentation.

work/social relationships.	critically revise cases from different cultures,	
	developing intercultural competence.	
	Observes locals nonverbal communication traits considering gestures, facial expressions, personal space, and touching conversational style.	Nonverbal communication project.
Core/Generic		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn.	Individual presentation and summary.
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relates well to others Manage and solve conflicts. Negotiates reliably and empathetically Speaks responsibly Listens attentively.	Individual presentation and summary. Nonverbal communication project.
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicates thoughts of the discipline orally, graphically, and in written form.	Individual presentation and summary. Individual case study presentation. Final clip presentation. Nonverbal communication project. Individual career assessment

This course is a part of the linguistics, communication, and sociology fields and includes the following topics:

INTERCULTURAL COMMUNICATION

- Course Introduction.
- Non Formal Education.

I. Behavior Theory

- Why is important to study ICC?

II. Culture Theory

- Cultural Patterns and Communication: Taxonomies.
- ICC Communication: A Current Perspective.
- Intercultural Competence.
- Interacting with a Host Family.
- Observations of verbal and nonverbal communication.
- Observations of Foreign Visitors about US people (Kohls).
- Stumbling Blocks in ICC.
- Nonverbal Communication.
- What is intercultural Communication?

III. Cultural Dimensions into Practice

- Beyond Cultural Identity: Reflections on Multiculturalism.
- Traditional Beliefs and Practices-Are some Better than Others?
- International Cultures.
- In regards to the Japanese.
- Health and Islamic Suffering.

V. Cultural Multiculturalism

- Intercultural Personal Relationship Development: Identity and relational-Based themes.
- International Cultures.
- Beyond Cultural Identity Reflections: Reflexions on Multiculturalism.

METHODOLOGY

The methodology is planned as experiential learning using Paolo Freire's educational guidelines and Kolb Circle of Experience.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students are able to recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course for use in their future careers.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are firstly investigated at a bibliographic level by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Individual presentations:

Students have the opportunity to choose a topic of their interest, and present it using the given presentation criteria. This topic will be the same for case presentation and final project presentation. These activities are meant to develop specific skills and abilities in the student, such as research skills, self-confidence, time management, creativity, map and graph design and analysis, participatory activity design, and use of video clips on the subject. Resources for presentations are power points, Prezi, or another useful presentation tool. Students use extra class time to research and prepare the presentation which needs to be approved by the professor at least 8 days before deadline. Presenting time plus questions and discussion will be 50 minutes maximum, depending on the amount of students enrolled.

2. Case study presentation:

Case studies promote the learning of three main aspects: gaining knowledge, reflex ion and application. Knowledge acquisition allows students to develop strategies and techniques to learn by learning. As a result, students become aware of the importance of assessing content for future career practice. Students will research a case from medical comparative data on chosen topic and present it to class using a mind map. Two questions will be developed for peers to open a discussion on the topic at hand.

3. Nonverbal communication project:

Observe locals are an opportunity for students to put into practice acquired nonverbal communication skills and theory. Students will observe and jot down, locals nonverbal communication traits considering gestures, facial expressions, personal space, and touching conversational style.

4. Final clip Presentation:

Students find a 10 minutes clip of a movie and present it to the group in 5 minutes. Professor questions will focus on relevance of clip with topic and, theoretical content of summary developed for the Individual Presentation.

This is an opportunity for students to use all type of digital resources such as movie analysis, Facebook etc.

Professor will ask two questions based on topic summary. Presenting time plus questions and discussion will be 15/20 minutes maximum, depending on the amount of students enrolled.

5. Individual career assessment:

Students pick the most relevant 7 topics of the syllabus, and asses them in terms of what they have learned from each one, and how they will apply it in their future careers gained knowledge. Results will be sent to professor in writing. This activity will not be evaluated, it is an opportunity for students to reflect on gained knowledge and possibilities of application in their future careers.

A specific rubric is provided for each assignment, for the students to know in advance the qualification criteria.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the educator. All of these

complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

LEARNING EVALUATION

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRIC	PERCENTAGE VALUE
1. Individual presentation and summary Theme of choice in relation to given topic.	25%
2. Nonverbal communication project.	15%
3. Case Studies: Theme of choice in relation to the given topic.	20%
4. Movie essay.	5%
5. Movie essay.	5%
6. Final clip presentation Theme of choice in relation to give topic of the individual presentation.	20%
7. Class participation.	10%
TOTAL	100%

INDIVIDUAL PRESENTATION AND SUMMARY RUBRIC

Students have the opportunity to choose a topic of their interest, and present it using the given presentation criteria. This topic will be the same for case presentation and final clip presentation. These activities are meant to develop specific skills and abilities in the

student, such as research skills, self-confidence, time management, creativity, map and graph design and analysis, participatory activity design, and use of video clips on the subject.

Resources for presentations are Power points, Prezi, or another useful presentation tool. Presenting time plus questions and discussion will be 50/60 minutes maximum, depending on the amount of students enrolled.

INDICATOR	Excellent	Good	Insufficient
Presentation is submitted in CANVAS the same day of the presentation before 3:00 pm	2 pts	1 pts	0 pts
Research of topic is presented in a concise and easy to understand fashion, following specific order: index, the definition of the topic, characteristics and a personal final conclusion.	3 pts	2 pts	0 pts
The student shouldn't use extra notes for support for the presentation. The only guide should be the presentation.	2 pts	1 pts	0 pts
Topic is presented using a power point or prezzi. PowerPoint or Prezzi (50-60 minutes) has a minimum of 10-15 slides. Text is presented using the 7/7 format (seven bullets, seven words).	3 pts	2 pts	0 pts
Presentation has one map or graph with statistics and student is able to explain it clearly.	2 pts	1 pts	0 pts
One 2/3 minute video or movie clip on the topic is presented after slide 6.	2 pts	1 pts	0 pts
A participatory learning activity is designed, involving peers actively to practice, and reflect on their own learning. Instructions and objectives are clearly explained.	2 pts	1 pts	0 pts
3 relevant questions for peers, structured in a way that can open a class discussion. It is preferable that the questions are on different slides.	3 pts	2 pts	1 pts (regular) 0 pts (insufficient)
Skill to keep group attentive, ability to answer questions clearly from professor and from peers.	3 pts	2 pts	1 pts (regular) 0 pts (insufficient)

A two page summary is submitted to peers and professor. It follows given document "Guidelines to write a Summary". * Grammar and spelling are correct, * APA format bibliography is included in the summary. SUMMARY FORMAT * Type of letter: Times new roman* Size letter:11 * Space 1 ½ * Name of student * Date * Topic * Introduction * Personal Conclusion	3pts	2 pts	1 pts (regular) 0 pts (insufficient)
TOTAL	25%		

ESSAY RUBRIC

Essays have become a major part of formal education to improve writing skills, develop critical thinking and integrate concepts of the revised material in class. The main objective of writing analytic essays is usually to educate students about something by making them understand a topic. In this type of essay, you analyze, examine and interpret such things as an event, movies, play and others.

INDICATOR	Excellent	Good	Insufficient
A 4 page essay is submitted to professor. * APA format bibliography is included in the essay. FORMAT * Type of letter: Times new roman* Size letter:11 * Space 1 ½ * Name of student * Date * Topic * Introduction *	1.0 pts	0.5 pts	0 pts
Includes main ideas, definitions and concepts previously reviewed in class that interlance with the movie.	1.0 pts	0.5 pts	0 pts
The student open the essay with a reflexive question that introduces the essay.	1.0 pts	0.5 pts	0 pts
Quality and Clarity of Thought: indicates depth, analysis and complexity of thought.	1.0 pts	0.5 pts	0 pts

Personal Conclusion.	1.0 pts	0.5 pts	0 pts
TOTAL: 10%	5% EACH ONE		

CASE STUDY RUBRIC

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and design of solutions.

The student need to select any cultural group to present to class. The cultural group has to be different from the student’s home country.

The case study will be about a cultural group selected by the student. It will include, concepts previously reviewed in class: cultural dimensions and taxonomies, values, beliefs etc.

The major issues will be highlighted and illustrated with clear examples from the case study or similar cases following this structure: what is the issue, who was involved? when, why?

Major indicators and data will be extracted and discussed for its relevance and meaning. A map with location of cultural group, will illustrate the case.

INDICATOR	Excellent	Good	Regular	Insufficient
The chosen cultural group is submitted to the professor by email one week before presenting the case, and the presentation is submitted in CANVAS the same day of the presentation before 3:00 pm.	2 pts	1 pts	NA	0 pts
Clear explanation and structure of the cultural profile in 20 minutes: Who they are, where are they from	3 pts	2 pts	1 pts	0 pts

(illustrate with a map), values, beliefs, traditions, rituals, gender roles, anthropological data, important dates, and events.				
Explain the cultural dimensions of the cultural group. Define if they are: collectivistic or individualistic, high context or low context, low power distance or high power distance, monochronic or polychronic.	3 pts	2 pts	1 pts	0 pts
Identify and explain in a concise manner what is the major issue of the selected group in the following structure: what is the issue, who was involved? when, why?	3 pts	2 pts	1 pts	0 pts
Raise concerns and critically evaluate the case: What are the major limits and advances of the case.	3 pts	2 pts	1 pts	0 pts
Justified solution to the main problem presented: what do you think is needed for the cultural problem to be overcome?	4 pts	2 pts	1 pts	0 pts
Inclusion of an APA reference or case reference.	2 pts	NA	NA	0 pts
TOTAL	20%			

NONVERBAL COMMUNICATION PROJECT RUBRIC

Using information nonverbal communication theory and using the given booklet, fill in exercises on gestures, eye contact, personal space, touching, and conversational styles.

INDICATOR	Excellent	Good	Regular	Insufficient
Fills in exercises in the booklet through observation of gestures and body language of host family and community members. Give 3 examples of each item.	3 pts	2 pts	1 pts	0 pts
Compares and contrast with 3 examples of each item, local nonverbal cues with those of US.	3 pts	2 pts	1 pts	0 pts
Presents to class 3 examples for each item indicating which of them have been a challenge in their process of cultural adjustment, and which coping techniques have been used.	3 pts	2 pts	1 pts	0 pts
Answers questions Page 95.	3 pts	2 pts	1 pts	0 pts
The student followed the instructions given by the professor: -The observation is a individual assignment, none groups or couples are allowed while observing. -Student is attentive all the time and observing people. -In this field trip is not allowed: eating or doing the line to order something to eat , sitting inside of a restaurant "doing the observation from there", or shopping, not even getting tickets for the movie theater etc.	3 pts	2 pts	1 pts	0 pts
FINAL GRADE: 20%				

FINAL CLIP PRESENTATION RUBRIC

Video clips have become an important part of higher education. Integrated as part of traditional courses, serve as a cornerstone of many courses, and are often one of the main information delivery mechanisms. Technology can enhance learning and a video clip, specifically, can be a highly effective educational tool.

In order for a video clip to serve as a productive part of a learning experience, however, it is important for the student to pick the visual aid that can better complement the topic during the presentation.

One 10 minute video clip on assigned cultural topic will be presented to class. Student explains in 5 minutes the relevance of the clip to the topic and is able to answer two questions from professor based on the individual presentation summary.

INDICATOR	Excellent	Good	Regular	Insufficient
Video clip serves as a productive part of the learning experience, it complements the presented topic in a clear and educative way.	5 pts	4 pts	2 pts	0 pts
Clearly explains how the video clip is related to the individual presentation topic.	5 pts	4 pts	2 pts	0 pts
Student captures interest on the topic through a short introduction of the clip.	5 pts	4 pts	2 pts	0 pts
Answers questions to professor on individual presentation summary.	5 pts	4 pts	2 pts	0 pts
TOTAL: 20%				

CLASS PARTICIPATION

This course contemplates a very high grading in the participation in the class, so the students must be very aware of this aspect in order to obtain a satisfactory score in this item.

Students need to get involved in all the class activities and showing interested in

asking questions or doing comments in each class related to the discussed or presented topic.

INDICATOR	Excellent	Very Good	Good	Regular	Insufficient
Active and voluntary participation during the class/discussion, asking questions, raising concerns and presenting arguments, sharing experiences related to the topic.	20 pts	15 pts	10 pts	5 pts	0 pts

BIBLIOGRAPHY

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<http://unesdoc.unesco.org/images/0021/002197/219768e.pdf> (Links to an external site.)Links to an external site.

Intercultural Competence Research Project: South Korea, Taken from:

<https://sites.google.com/site/icrpscherry/theories-and-research-concerning-intercultural-competence/chapter-5> (Links to an external site.)Links to an external site.

Class 10	<ul style="list-style-type: none"> ○ Traditional Beliefs and Practices - Are some Better than Others? 	<ul style="list-style-type: none"> ○ Presentation 7 ○ Exercises: Rules of The House Exercises
Class 11	<ul style="list-style-type: none"> ○ Perception of the Self ○ NVC, debrief 	<ul style="list-style-type: none"> ○ Presentation 8 ○ Discussion NVC
Class 12	<ul style="list-style-type: none"> ○ Cases 	<ul style="list-style-type: none"> ○ Students:
Class 13	<ul style="list-style-type: none"> ○ Cases 	<ul style="list-style-type: none"> ○ Students:
Class 14	<ul style="list-style-type: none"> ○ Cases 	<ul style="list-style-type: none"> ○ Students:
Class 15	<ul style="list-style-type: none"> ○ Observations of Foreign Visitors about US people (Kohls) 	<ul style="list-style-type: none"> ○ Movie discussion: The Big Lie
Class 16	<ul style="list-style-type: none"> ○ International Cultures 	<ul style="list-style-type: none"> ○ Presentation 9 ○ Exercises
Class 17	<ul style="list-style-type: none"> ○ Intercultural Personal Relationship Development: Identity and relational-Based themes 	<ul style="list-style-type: none"> ○ Presentation 10 ○ Movie Discussion: My fat Greek Weeding
Class 18	<ul style="list-style-type: none"> ○ Health and Suffering: Islamic Point of View 	<ul style="list-style-type: none"> ○ Presentation 11 ○ Movie Discussion: to define.
Class 19	<ul style="list-style-type: none"> ○ With Respect to the Japanese 	<ul style="list-style-type: none"> ○ Presentation 12 ○ Movie discussion: Sea of trees.
Class 20	<ul style="list-style-type: none"> ○ Beyond Cultural Identity Reflections: Reflexions on Multiculturalism. 	<ul style="list-style-type: none"> ○ Presentation 13 ○ Discussion of the Video: Thomas Sowell and others

Class 21	<ul style="list-style-type: none"> ○ Transcultural Communication Competence 	<ul style="list-style-type: none"> ○ Presentation 14 ○ Guest talk: Peace Corps experience
Class 22	<ul style="list-style-type: none"> ○ MOVIE 	<ul style="list-style-type: none"> ○ Reflexions of the Movie: Eat, pray and Love
Class 23	<ul style="list-style-type: none"> ○ Final clip presentations 	<ul style="list-style-type: none"> ○ Students:
Class 24	<ul style="list-style-type: none"> ○ Final clip presentations 	<ul style="list-style-type: none"> ○ Students:

General observations

The student must conform to the provisions of the Veritas “Reglamento de Régimen Estudiantil”. The rulebook is available for downloading at <http://autogestion.veritas.cr/>