

**COURSE DATA****Data Subject**

<b>Code</b>	44224
<b>Name</b>	Intercultural communication
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	1 - Intercultural communication	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
MARTINEZ SIERRA, JUAN JOSE	155 - English and German

**SUMMARY**

Intercultural communication is a domain in full-fledged expansion and which basically consists of the study of interactions among individuals from different cultures, who may or may not speak the same language. Considering the process of socialisation which every member of every culture in question has been subjected to, it is relevant to assess their potential interactions and communicational problems due to their different cultural baggage. This subject aims to teach students how to function comfortably and efficiently in intercultural situations at the same time as they develop their advanced knowledge of foreign languages. They are also expected to assimilate the fundamentals of these meetings and to know how to prevent and resolve different problems which may arise and which originate from the cultural dimension.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 2196 - M.D. in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES

At the end of the course the students should be able to:

1. communicate effectively in intercultural environments.



2. understand the social, political, cultural and linguistic factors which affect communication.
3. avoid and resolve problems of intercultural communication.
4. understand and evaluate cultural differences in communicative styles.

## DESCRIPTION OF CONTENTS

### 1. Culture and Intercultural Communication

- The concept of culture
- Definitions of culture (structural, functional, process, power, other)
- Basic notions of culture
- The ingredients of culture
- The characteristics of culture
- Specific aspects of culture that are of particular interest in IC(perception)
- Understanding and defining communication
- Attribution
- How communication
- Types of communication
- Intercultural competence
- A global village?

### 2. Non-verbal and Para-verbal Communication

- Speech acts (direct and indirect)
- Communication channels
- Functions of language
- Non-verbal channel (Kinesics, physical characteristics, the tactile and olfactory, emblems, icons, artifacts, environment, time, proxemics)
- Para-verbal channel

### 3. Other Key Concepts

- Stereotypes (definition, characteristics, types, their role)
- Prejudice (definition, types)

**4. Acculturation and Culture Shock**

- Culture shock (definition, symptoms, phases, how to deal with it)
- Acculturation
- Schemata, prototypes, scripts

**5. Dealing with humor**

- The cultural nature of humor
- Types of humorous elements

**6. Communication Styles and other Potentially Problematic Issues**

- Communication styles (direct vs. indirect)
- The context of interaction
- Types of context (high vs. low)
- Individualism vs. collectivism
- Gender
- Religion
- Areas of cultural and coping strategies

**7. Why is IC Important?**

- The global nature of modern problems
- The business of IC

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	5,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	6,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>75,00</b>	



## TEACHING METHODOLOGY

Introduction of theoretical content through lectures, with IT support where relevant

Pair or group work

Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries)

Oral presentation of set readings, oral or written summaries

Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres)

Individual paper (design and development of a project for its oral or written presentation)

Group paper (joint design and development of a project for its oral or written presentation. Negotiation of topic, paper organization, distribution of tasks, joint writing and revising)

Oral presentation of individual paper with audiovisual support

Oral presentation of group papers with audiovisual support (Negotiation of topic, organization, distribution of tasks, writing, revising, and presentation options)



## EVALUATION

### ASSESSMENT BREAKDOWN FOR FIRST CALL

Assessment of class attendance and active participation: 50%

Assessment of competences through written and/or oral tests: 30%

Assessment of competences through written and/or oral projects: 20%

Total: 100%

### ASSESSMENT BREAKDOWN FOR SECOND CALL

Assessment of class attendance and active participation: 50%

Assessment of competences through written and/or oral tests: 30%

Assessment of competences through written and/or oral projects: 20%

Total: 100%





## REFERENCES

### Basic

- Scollon, Ron, Suzanne W. Scollon and Rodney H. Jones. 2012. Intercultural Communication. A Discourse Approach. Oxford: Wiley-Blackwell
- Piller, Ingrid. 2011. Intercultural Communication. A Critical Introduction. Edinburgh: Edinburgh University Press.
- Texto referencia

### Additional

- Deardorff, Darla. 2009. The SAGE Handbook of Intercultural Competence. Thousand Oaks, CA: Sage Publications.
- Martínez Sierra, Juan José. 2008. Humor y traducción. Los Simpson cruzan la frontera. Castellón: UJI
- Martin, Judith N., and Thomas K. Nakayama: 2003. Intercultural Communication in Contexts, 2nd Edition. Mountain View, CA: Mayfield Publisher
- Samovar, Larry A., and Richard E. Porter, eds. 2003. Intercultural Communication: A Reader, 10th Edition. Belmont, CA: Wadsworth Publishing.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### HYBRID LEARNING MODE (BLENDED)

#### 1. Contents

No changes.

#### 2. Workload and teaching schedule

No changes.

#### 3. Methodology

Theoretical / practical (face-to-face) class + BBC synchronous videoconference + publication of materials in Virtual Classroom + videoconference tutoring

#### 4. Assessment

Assessment will be based on 1) attendance and active participation in the sessions (continuous assessment 60 %) and 2) the individual submission of a written assignment (40 %).

#### 5. Bibliography

No changes.

### DISTANCE (ONLINE) LEARNING

#### 1. Contents

No changes.

#### 2. Workload and teaching schedule



Reduction of synchronous sessions to 50 % and increase of asynchronous sessions to 50 %.

### 3. Methodology

Publication of materials in the virtual classroom + proposal of activities for virtual classroom + BBC synchronous videoconference + BBC asynchronous videoconference + discussion forums + videoconference tutoring.

### 4. Assessment

Assessment will be based on 1) attendance and active participation in the online sessions + discussion forums (continuous assessment 60 %) and 2) the individual submission of a written assignment (40 %).

### 5. Bibliography

No changes.