

Syllabus

1. Course Description

a. Title of a Course: “Introduction to Intercultural Communication”

Pre-requisites: In order to complete this course, the students will need to work through each unit and all of its assigned materials. Each student is required to have ready access throughout the module to computer and Internet. Students should be able to use:

- Windows operating system
- PowerPoint™,
- Microsoft Word,
- A Web browser and conduct research through library databases.

They also need to have a minimum grade of C in English.

b. Course Type: compulsory

Abstract: This academic discipline is a combination theory and application course on intercultural communication (ICC). The students will learn how other cultures deal with conflict, context, and communication. They will also learn about the interactions of values, beliefs, traditions, identities, contributions and food of non-dominant ethnic groups between different cultures. The course is designed to explain the students basic intercultural communication theories, methodology and scientific approaches on ICC. It will help them understand the role of historical, political, and religious factors in creating cultural stereotypes, perceptions, fears, desires, and misunderstandings and the ways how to overcome difficulties in ICC.

2. Learning Objectives:

- to broaden students’ perspectives of live and people, and to build their capacity to adapt to a changing world by exploring perceptual differences;
- to teach them how cultures use communication in different ways;
- to provide insight into the theoretical basics of ICC.

3. Learning Outcomes:

After completing this course successfully, students should be able to: 1) understand how culture affects the communication process ; 2) understand the way communication functions in intercultural settings; 3) perceive the reasons of people's fears, desires and misunderstandings while communicating with each other and find the proper solution of the problems in ICC.

4. Course Plan

Section 1. Introduction: The historic overview of intercultural communication. Conceptual approaches to the study of culture in the field of intercultural communication.

Section 2. Fundamentals of Interpersonal Communication: The Components and Characteristics of Communication

Section 3. Determinants of culture and identity.

Section 4. Intercultural Communication: A Current Perspective.

Section 5. Trends in cross-border and intercultural communication.

Section 6. Contemporary intercultural transformation.

Section 7. Improvement of intercultural communication.

5. Reading List

a. Required

1. Introduction to Intercultural Communication (Web course) (2018). Electronic Resource: <https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/2>.
2. Giffin, K. (1986). *Fundamentals of Interpersonal Communication*. University Press of America (USA): N.Y. 2nd Edition. 272 p.
3. Klopff, D. W., & McCroskey, J. C. (1995). *Intercultural Communication Encounters: An Introduction to Intercultural Communication*. (3rd ed.). Englewood, CO: Morton.
4. Bennett, M. J. (1998). Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.
5. Kim, Y.Y. (2001) *Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation*. Electronic Resource: <http://sk.sagepub.com/books/becoming-intercultural>.

b. Optional

1. Kincaid, D. L. (1988). The convergence theory of communication: Its implications for intercultural communication. In Y. Y. Kim (Ed.), *Theoretical perspectives on international communication: Vol. XII. International and intercultural annual* (pp. 280–298). Beverly Hills, CA: Sage
2. Hall, E. T. (1976). *Beyond culture*. New York: Doubleday.
3. Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Thousand Oaks CA: Sage
4. Geertz, C. (1973). *Interpretation of cultures: Selected Essays*. New York: Basic Books.
5. *Fundamentals of Interpersonal Communication*. Electronic Resource: <http://iims.uthscsa.edu/sites/iims/files/Novel/communication/Communication-5.pdf>
6. McCroskey, J. C., & Richmond, V. P. (1996). *Fundamentals of Human Communication: An Interpersonal Perspective*. Prospect Heights, IL: Waveland Press.
7. Richmond, V. P., & McCroskey, J. C. (1995). *Communication: Apprehension, Avoidance, and Effectiveness*, 4th edition. Scottsdale, AZ: Gorsuch Scarisbrick.
8. James, P.(2015). Despite the Terrors of Typologies: The Importance of Understanding Categories of Difference and Identity. *Interventions: International Journal of Postcolonial Studies*. 17 (2): 174–195.
9. Holliday, A. (May 2010). "Complexity in cultural identity". *Language and Intercultural Communication*. 10 (2): 177. doi:10.1080/14708470903267384-2196217058202341170.pdf (inactive 2017-11-15).
10. Shindler, M. (2014). A Discussion on the Purpose of Cultural Identity. *The Apollonian Revolt*. Archived from the original on 19 April 2015. Retrieved 10 April 2015.
11. Arasaratnam, L. A. (2008, May). Further Testing of a New Model of Intercultural Communication Competence. Paper presented at the annual meeting of the International Communication Association, New York, NY.
12. Bennett, J. M., & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed., pp. 147–165). Thousand Oaks, CA: Sage.
13. Dahl, S. (1998) *An Overview of Intercultural Research // Communications and Culture Transformation*. Middlesex University Business School. Electronic Resource: <https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/8>.

14. Rudd J.E. & Lawson D.R. (2007) The Role of Intercultural Communication Competency in Global Business Negotiations. Electronic Resource:
<http://dx.doi.org/10.4135/9781452224824.n6>
15. Quest for Identity in an Intercultural Setting: Intercultural Transformation of Personality. In: Communication Studies 2003: Modern Anthology / Ed. Olga Leontovich. Volgograd: Peremena, 2003. - P. 6 - 19.
16. Intercultural Transformation and Second Language Socialization, Journal of Intercultural Comm, 2006, 11, 2-17.
17. Alagic, M., Wichita, Nagata A.L. Improving Intercultural Communication Competence: Fostering Bodymindful Cage Painting Journal of Intercultural Communication No.12, 2009 pp. 39-55.
18. Bennett, M. J. (1998). Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), Basic concepts of intercultural communication: Selected readings. Yarmouth, ME: Intercultural Press.
19. Dahl, S. (1998) An Overview of Intercultural Research // Communications and Culture Transformation. Middlesex University Business School. Electronic Resource:
<https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/8>.

4. Grading System

A (“excellent mark” (8-10 credits)) Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material. For written assignments: writing is insightful and error-free; message is communicated clearly and directly.

B (“good mark” (6-7 credits)) Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort. Is distinctly superior to an average or “C” effort. For written assignments: writing is generally effective with respect to clarity, directness, and conciseness; some uneven or awkward passages are apparent, as are a few errors in grammar or punctuation.

C (“satisfactory mark” (4-5 credits)) Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students (i.e., basic completion, average performance, reasonable effort and preparedness). Student demonstrates minimum mastery of the material. This is average work that fails to stand out in any way. For written assignments: writing is reasonably clear, concise, and direct; uneven or awkward passages are apparent, as are multiple errors in grammar or punctuation.

D-F (“unsatisfactory mark” (1-3 credits)) Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. Work is below the minimum level of acceptance. For written assignments: Writing lacks style, content, and format associated with a college-educated individual.

5. Guidelines for Knowledge Assessment

The expected from students level of knowledge and competence should be assessed according to the description given in the section “Grading System”. The credits should be counted during the whole module which should result in equidistributed estimate of students’ knowledge and competence.

6. Methods of Instruction

Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources.

In the most general terms, there are four or five different models of instructional strategies or teaching methods.

- Didactic-Direct teaching; Verbal and typically in the form of a lecture or presentation.
- Modeling-Direct teaching; Visual and typically in the form of demonstration and practice.
- Managerial-Indirect or Interactive teaching; Facilitation, individualization and group management.
- Dialogic-Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

In the Direct Instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves. In the Interactive Instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator. Experiential Learning models mean that the students experience and feel; they are actively involved. In Independent Study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: Transmissive, transactive and transformative teaching. Transmissive teaching, or direct instruction, means that the teacher delivers status quo content via some method such as lecturing or demonstrating. Transactive teaching, or indirect instruction, means that the teacher and students arrive at status quo content to be learned through transactions and dialogue. Transformative teaching, or a combination of direct and indirect instruction, means that the teacher and students reject status quo content and focus on a transformation of themselves or their world. (adopted from «Instructional Methods and Learning Styles»:
<http://people.uwplatt.edu/~steck/Petrina%20Text/Chapter%204.pdf>)

7. Special Equipment and Software Support (if required):

Computer (notebook), Internet, Computer Software.