

Syllabus

1. Course Description

a. Title of a Course: “Intercultural Communication Theory”

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 course is dedicated to theories and practices of communicating across cultures as an increased awareness of asymmetrical power relationships and their historical contexts can lead to improved communication between people from differently situated cultural identities.

Through lectures, practices, written assignments, class discussion, and engaged methodology, students will explore some of the theoretical issues that will provide them with basic knowledge on ICC.

2. Learning Objectives:

- to give the students a grounding of basic intercultural communication (ICC) theories, methodology and scientific approaches on ICC;
- to teach the students to analyze ICC phenomena and find successful solution of the problems;
- to train the students for skill based intercultural communication.

3. Learning Outcomes: After completing this course successfully, students should be able to:

- identify the major perspectives in the field of intercultural communication.
- use multidisciplinary theoretical perspectives to analyze media texts in their cultural context;
- debate the ethical issues of intercultural communication in practice;
- critically assess institutional and individual intercultural communication practices.

4. Course Plan:

Section 1. Introduction. The interdisciplinary and academic fields of intercultural communication.

Section 2. The Role of Culture in Researching Intercultural Communication.

Section 3. Basic theories of intercultural communication.

Section 4. Methodical Challenges in Researching Cross-Cultural and Intercultural Communication.

Section 5. Cultural adaptation and the problem of intercultural contacts.

Section 6. Globalization and informatization in 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. 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.
3. Hall, E. T. (1976). *Beyond culture*. New York: Doubleday.
4. Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Thousand Oaks CA: Sage
5. 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

b. Optional:

1. Assumpta, M. & Paz Sandin, M. Intercultural and Cross-Cultural Communication Research: Some Reflections about Culture and Qualitative Methods. *FQS*. Volume 1, No. 1, Art. 51. January 2009 (Electronic Resource: <http://www.qualitative-research.net/index.php/fqs/article/view/1251/2738>).
2. Anxiety Uncertainty Management Theory Explained (2018). Electronic Resource: <https://healthresearchfunding.org/anxiety-uncertainty-management-theory-explained/>
3. Geertz, C. (1973). *Interpretation of cultures: Selected Essays*. New York: Basic Books.
4. Uncertainty Reduction Theory (2018). Electronic Resource: <http://www.communicationstudies.com/communication-theories/uncertainty-reduction-theory>
5. 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.
6. Kim, Y.Y. (1988) *Communication and Cross-cultural Adaptation: An Integrative Theory*. Clevedon, United Kingdom: Multilingual Matters.
7. Kim, Y.Y. (2001). *Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation*. Thousand Oaks, CA: Sage. Electronic Resource: <http://sk.sagepub.com/books/becoming-intercultural>.
8. Kim, Y.Y. (2005). "Adapting to a New Culture: An Integrative Communication Theory." In *Theorizing about Intercultural Communication*, ed. William B. Gudykunst. pp. 375-400. Thousand Oaks, CA: Sage.
9. Kim, Y.Y. (2006). "From Ethnic to Interethnic: The Case for Identity Adaptation and Transformation." *Journal of Language and Social Psychology* 25, 3:283-300.
10. Kim, Y.Y. (2008). "Toward Intercultural Personhood: Globalization and a Way of Being." *Globalization and Diversity [Special Issue]*. *International Journal of Intercultural Relations* 32, 4:359-368.
11. Theory Reflections: Cross-Cultural Adaptation Theory (2018). Electronic Resource: https://www.nafsa.org/_/File/_/theory_connections_crosscultural.pdf
12. https://www.nafsa.org/_/File/_/theory_connections_crosscultural.pdf
13. Kluver R. Globalization, Informatization, and Intercultural Communication. *American Journal of Communication*, June 2000. Electronic Resource: <http://unpan1.un.org/intradoc/groups/public/documents/apcity/unpan002006.htm>
14. Sorrells K. (2018) *Ethical Intercultural Praxis*. Electronic Resource: <https://www.sietarusa.org/page-1382650>

6. 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.

7. 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.

8. 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>)

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

Computer (notebook), Internet, Computer Software.