LM107
Intercultural
Communication

Intercultural Communication

Hours: 45
Prerequisites: No requirements
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Office hours: to be communicated the first day of class

1. Course Description

Since the course is taught in English, students are required to have an advanced English level (minimum B2.2). This course aims to make students aware of the variety of factors involved in communication, especially when between speakers from different cultures. Concepts such as "communication", "culture" and "interculturality" will be thoroughly discussed in order to understand the role each element has in the creation and dissemination of culture and the associated stereotypes. Furthermore, culture-specific communication styles and the variety of factors interfering in "intercultural communication acts" will be analysed. Students should become aware of the difficulties they might encounter in interpersonal exchanges abroad. After the course students are expected to have the knowledge and skills required so as to overcome intercultural difficulties and to communicate effectively with speakers from different cultural backgrounds.

2. Learning Objectives

General skills:
- Ability to present clearly, in written and oral form, complex problems and projects within the field of study;
- Capacity for learning and self-motivation;
- Ability to work in teams, to integrate into multidisciplinary groups and to collaborate with professionals from other fields;
- Ability for interpersonal communication and awareness of one's own aptitude and resources;
- Ability to adapt to new situations;
- Ability to recognize and respect diversity and multiculturalism;
- Sensitivity to environmental issues and to cultural and linguistic heritage;
- Ability to document one's own culture and acquire the knowledge and skills to communicate with other cultures;
- Ability to integrate knowledge in its theoretical and practical dimensions through critical reflection and to apply it to intercultural conflict mediation and multilinguistic spaces;
- Having the required academic background to continue postgraduate studies (Master), both nationally and internationally.

Specific skills:
- Be able to develop communicative competence in particular languages, applying oral and written communication strategies in the personal, social and professional spheres;
- Improve command of a non-native language, with special emphasis on the knowledge and use of the grammar, lexicon, and pragmatics of each specific language and understanding the complexity of the communication act, considering all its components;
- Being capable of using different types of communication, verbal and non-verbal, in the learnt languages in different cultures and in professional settings;
- Ability to transmit ideas, knowledge and opinions as well as to express ideas accurately in different languages;
- Ability to read, understand, infer, analyze, summarize and explain oral and written texts related to non-native languages.

After the course, students will be capable of:

- Applying their linguistic knowledge in the professional field of languages, being able to solve communication problems in different situations, using different channels and communication styles;
- Understanding the socio-cultural rules and culture-specific linguistic features in communicative acts across borders;
- Effective use of verbal and non-verbal communication skills and understanding the role each has when communicating with members of different countries and cultures;
- Developing tolerance to multiculturality and diversity by becoming aware of culture diversity and understanding the main issues involved in plurilinguism;
- Adapting to new cultural situations;
- Applying the different concepts and strategies learnt in their previous subjects related to communication to new international and intercultural contexts.

3. Formative Activities

An interactive, task-based and communicative teaching methodology will be used so as to involve students in their own learning processes and make them aware of how their learning strategies develop. There will be a theoretical introduction at the beginning of each session and students will then be required to participate by posing questions, expressing ideas on texts previously read, sharing knowledge, etc. Furthermore, students will be required to carry out a variety of tasks, individually and/or in groups.

- Theoretical-practical sessions: Students will be required to read certain texts on the topic before each session so as to be able to participate and discuss certain issues in class. During each session there will be a theoretical presentation of items and the student will be required to do a wide variety of exercises, individual and in groups.
- Tutorials: Tutorial sessions at the request of students and/or instructors so as to monitor students' development and improvement.
- Student practical activities and assignments: Several individual and group exercises will be required thorough out the course. Students will conduct research on the communication styles of different activities, stating its culture-specific features and the socio-cultural rules governing that specific speech community. Students are required to carry out several oral presentations on different issues in class using the English language as the only means of communication. The accurate use of the concepts, skills and strategies learnt in class will be evident in all tasks.

4. Methodology

This course follows the methodological guidelines of the communicative approaches, based on a constructive and process-based conception of learning. This methodology is based on a teaching-learning process centered in the student, whose active participation is encouraged, favoring, at the same time, the development of general and specific competences that show knowledge, abilities and attitudes that can be applied to their future professional careers.

5. Evaluation

The students' learning evaluation is inspired by the principles of formative evaluation. In consequence, a continuous evaluation is applied, which means that every activity or task that is made inside or outside of the classroom is susceptible of being evaluated.

5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 25 % Attendance and active participation in class

- 25% Daily work

- 15% Midterm

- 35% Final test/ Final projects

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

- Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;

- Reflection upon the different contents in the course

- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account.

- Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

- Exams/papers/projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

* A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.

5.2. Attendance, participation and grading policies

5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in in any homework, papers or essays previously assigned.

The following situations must be considered:
- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.*

*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

5.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10

The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

5.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

5.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

6. Bibliography

Basic textbook

Liu, S., Volcic, Z. y Gallois, C. (2015). Introducing Intercultural Communication: Global cultures and contexts. Thousand Oaks, CA: Sage.

Additional Bibliography

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Hofstede, G. (2001). Culture's Consequences: Comparing values, behaviors, institutions and organizations across nations. Thousand Oaks, CA: Sage Publications, Inc.

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Jandt, F. E. (2013) An Introduction to Intercultural Communication: Identities in a global community (7th Ed.). Thousand Oaks, CA: Sage Publications, Inc

Kappler, B., Cohen, A. D. y Paige, R. M. (2009). Maximizing Study Abroad: An instructional guide to strategies for language and culture learning and use. Minneapolis, MN: Center for Advanced Research in Language Acquisition, University of Minnesota.

Maddux, W. W., Adam, H. y Galinsky, A. D. (2010). When in Rome... Learn Why the Romans Do What They Do: How multicultural learning experiences facilitate creativity. Personality and Social Psychology Bulletin, 36(6),731-741

Martin, J. N. y Nakayama, T. K. (2011). Experiencing Intercultural Communication. New York, NY: McGraw-Hill Higher Education.

Meyer (2014). The Culture Map. New York, NY: PublicAffairs.

Trompenaars, F. y Hampden-Turner, C. (2010). Riding the Waves of Culture: Understanding cultural diversity in Business. London: Nicholas Brealey.

Tuleja. E. (2015). Intercultural Communication for Business. Indianapolis, IN: Dog Ear Publishing.

7. Lecturer Brief CV

Ana Carballal Broome holds a doctorate from the Universidad Rey Juan Carlos in Intercultural Studies and Management, a Master's degree in European Studies through the University of Amsterdam and a Modern and Contemporary History degree from the Universidad Autónoma in Madrid. Dr. Carballal is a dual national USA-Spain living in Madrid who has also worked for more than 15 years in the field of International Higher Education.

8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

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9. Course Content

Introduction to intercultural communication. Living in a global society. The concept of "globalization" and "cultural" diversity. Global talent and Intercultural skills. Living and working in multicultural contexts. Intercultural competence for professional settings.

The concept of Culture. Definitions and components of culture. Characteristics of Culture. Identifying types of subcultures. Cultural diversity, the concept of "identity" and "ethnicity". Personality and culture.

The dimensions of culture.

Hofstede's Cultural Dimensions: Individualism vs. Collectivism, Masculinity vs. Femininity, Power Distance, Uncertainty Avoidance, Long-term vs. Short term Orientation. Hall's high and low-context cultural dimensions. Kluckhohn and Stodtbeck's Value Orientations: man-nature orientation, activity orientation, time orientation, human nature orientation and relational orientation. F. Trompenaars' cultural patterns.

Culture and identity. Social categorization and identity. In-groups and out-groups.

Types of identity: gender identity, ethnic identity, cultural identity, national identity.

The role of identity in intercultural relationships. Developing an intercultural identity.

Communication styles and culture.

What is communication? Defining communication: Verbal communication: components and characteristics. The models of communication: linear model and the interactive model. Levels of communication: intrapersonal, interpersonal, group, organizational, and mass communication. "The Accommodation Theory"

Non-verbal communication. Time and space.

Culture and perception. Sensing and its limitations. Perceiving: its stages: selection, organization and interpretation. Reviewing the concept of "high and low context". The concept of "face". Culture and language. The Politeness Theory and language face threatening acts.

The influence of culture on perception. Perception and intercultural communication: Ethnocentrism, stereotypes, prejudice, racism.

Barriers to intercultural communication and culture shock.

The six stumbling blocks: (1) The assumption of similarities, (2) Language as an intercultural barrier. (3) Nonverbal misinterpretations (4) Preconceptions and stereotypes, (5) Tendency to evaluate and (6) High anxiety and culture shock. Acculturation and culture shock: stages and tips on how to avoid it. Sharing our personal experiences.

Becoming an effective intercultural communicator. Intercultural competence: components and strategies to develop it. Sympathy and Empathy.

Development Model of Intercultural Sensitivity (DMIS)

Multicultural Personality Questionnaire (MPQ): Cultural empathy, Open-mindedness, Social Initiative, Emotional Stability and Flexibility

Managing intercultural conflicts. Intercultural communication in professional contexts: Business, Language and Translation, Educational contexts.