



**Center for International Programs and Sustainability Studies**

**Course name: Intercultural Communication and Competence**

**Course code: COMM 3200**

**Total contact hours: 48**

**Requisites: Presential modality**

### **COURSE DESCRIPTION**

This course introduces 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; feelings and emotions, 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.

### **COURSE PRE-REQUISITES**

Due the nature of the assignments and activities developed in this course, presential modality is required.

### **AUDIENCE**

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught

in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

**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**:

- Understanding culture.
- What is intercultural communication?
- Intercultural competence.
- Cultural patterns and communication: Taxonomies.
- What are the different ways to communicate nonverbally across cultures?
- Stumbling blocks in ICC.
- Keys to understanding cultural and ethnic identities.
- Traditional beliefs and practices: Are some better than others?
- Perception of the self.
- Intercultural communication: A current perspective.
- Intercultural personal relationship development: Identity and relational-based themes.
- International cultures.
- What are the communication issues facing a global identity?
- With respect to the Japanese.
- Health and suffering: Islamic point of view.
- Transcultural communication competence
- Managing intercultural conflict flexibility
- Interacting with a host Family.

- Beyond cultural identity: Reflections on multiculturalism.

Along the course, the following **skills** will be fostered:

- Ability to assess content, knowledge, and findings in regard 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.

Among the **values** and **attitudes** that will be promoted among students are the following:

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

### **COMPETENCIES, CRITERIA AND EVIDENCE**

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Learning Assessments
<p><b>Disciplinary</b></p> <p>Integrates knowledge to answer and explore questions about intercultural communication, cultural dimensions, international job opportunities in the context of global work/social relationships/education.</p>	<p>Analyzes how intercultural communication enhances the development of intercultural competence shaping own cultural identity and worldview.</p>	<ul style="list-style-type: none"> <li>○ Individual Presentations.</li> <li>○ Summaries.</li> <li>○ Final clip presentation.</li> </ul>
	<p>Applies problem solving and analytical skills to critically revise cases from different cultures, developing intercultural competence.</p>	<ul style="list-style-type: none"> <li>○ Case study presentation.</li> <li>○ Movie essays.</li> </ul>
	<p>Observes locals nonverbal communication traits considering gestures, facial expressions, personal space, and touching conversational style.</p>	<ul style="list-style-type: none"> <li>○ Nonverbal communication project.</li> </ul>
<b>Core/Generic</b>		
<p>Integrates knowledge, skills and attitudes to learn continuously and</p>	<p>Learning to learn.</p>	<ul style="list-style-type: none"> <li>○ Movie essays.</li> <li>○ My own learning</li> </ul>

through one's life pursuing an efficient development in the knowledge-based society.		<p>style presentation.</p> <ul style="list-style-type: none"> <li>○ Visiting my culture guide.</li> </ul>
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	<p>Relates well to others</p> <p>Manage and solve conflicts.</p> <p>Negotiates reliably and empathetically</p> <p>Speaks responsibly</p> <p>Listens attentively.</p>	<ul style="list-style-type: none"> <li>○ My own learning style presentation.</li> <li>○ Visiting my culture guide.</li> <li>○ Case study.</li> <li>○ Individual presentations.</li> </ul>
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.	<ul style="list-style-type: none"> <li>○ Individual presentation and summary.</li> <li>○ Case study.</li> <li>○ Final clip presentation.</li> <li>○ Nonverbal communication project.</li> <li>○ Movie Essays.</li> </ul>

## **COURSE CONTENT**

### **Unit I. Behavior Theory**

- Understanding Culture
- What is intercultural Communication?

- Intercultural Competence.
- Cultural Patterns and Communication: Taxonomies.
- What are the different ways to Communicate nonverbally across cultures.

### **Unit II. Culture Theory**

- Stumbling Blocks in ICC.
- What are the keys to Understanding Cultural and Ethnic Identities.
- Traditional Beliefs and Practices-Are some Better than Others?
- Perception of the self.
- Intercultural communication: A current perspective.

### **Unit III. Cultural Dimensions into Practice and Multiculturalism**

- Intercultural personal relationship development: Identity and relational-based themes.
- International cultures.
- What are the communication issues facing a global identity?
- With respect to the Japanese.
- Health and suffering: Islamic point of view.
- Transcultural communication competence
- Managing intercultural conflict flexibility
- Interacting with a host Family.
- Beyond cultural identity: Reflections on multiculturalism.
- Interacting with a Host Family.

### **METHODOLOGY**

The methodology is planned competence-based model, also as Kolb's experiential learning and Paulo Freire's educational guidelines, from a constructivist perspective.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can 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.

## **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 professor. 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 ASSESSMENT

In order to make the course or program better competencies-based 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, and the details will be provided in **CANVAS LMS**. 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.

<b>*ASSIGNMENTS</b>	<b>PERCENTAGE VALUE</b>
Individual presentations	30%
My own learning style presentation	15%
Movie essays	20%
Case study	15%
Visiting my culture guide	12.5%
Final Clip presentation	12.5%
<b>Total</b>	<b>100%</b>

*\*All assignments should be submitted on "Canvas" without any exception (otherwise they won't be graded). It is the student's responsibility to upload the assignments on the corresponding date according to the schedule, verify that it was correctly uploaded and keep a security copy of all the assignments.*

## 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 60 minutes maximum, depending on the number of students enrolled.

### **1.2 My own learning style presentation:**

The student will have the chance to developed her/his own presentation format, according to his/her predominant learning style: visual, auditory, reading/writing, kinesthetic.

The student should cover the following constructivist points: creativity, inclusive and democratic environment, interactive activities for encouraging the learning process, include the main concepts from the reading in a meaningful way, create connections between the topic presentation and the daily basis, intercultural experience in CR and home country, experiential and reflectional learning.

### **2. Case study presentation:**

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

The student needs to select any cultural group to present to the 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.

## 2. **Movie Essays:**

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.

## 3. **My visiting culture guide:**

In this assignment, the students will have to put into practice most of the concepts revised in class and create a "**manual**" about her/his culture. This manual must be shared with the host family and ask them to record a **5-minute** video about the things that impacted them the most about what you shared about your culture.

## 4. **Final clip presentation:**

Students find a 10-minute clip of **a movie or tv series** 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. Resources such as TED talks, documentaries, interviews, or informative/guidance videos are **not allowed**.

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

## 5. **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. **(This assignment won't be considered for some terms due to the pandemic situation)**

## ATTENDANCE

### Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

### Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a

research assignment.

### **CODE OF CONDUCT**

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

### **ELECTRONIC DEVICES**

The use of cell phones, smartphones, 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. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

### **STUDY ABROAD PROGRAM POLICIES**

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

### **BIBLIOGRAPHY**

Adler, P. (1998). "Beyond Cultural Identity: Reflections on Multiculturalism". Basic Concepts of Intercultural Communication, Selected Readings.

Bennett, M. Maine, USA. Intercultural Press.

Bennett, M. (1998). " Intercultural Communication: A current perspective ". Basic Concepts of Intercultural Communication, Selected Readings. Bennett, M. Maine, USA. Intercultural Press.

Barna, L. (1998). "Stumbling Blocks in Intercultural Communication". Basic Concepts of Intercultural Communication, Selected Readings. Bennett, M. Maine, USA. Intercultural Press.

Condon, John. (1984) With Respect to the Japanese. Maine, USA. Intercultural Press Inc

Edgerton R. (2000). "Traditional Beliefs and Practices - Are some Better than Others?" from Culture Matters: how values shape human progress, Harrison, L. Huntington, S. New York, USA. Basic Books.

Harrison, Lawrence (2000). Culture Matters. Basic Books: New York.

Heine, S. (2012). Cultural Psychology. (2ed) New York, W.W Norton and Company Inc.

Hemmati, Homayoun. Culture, Diversity, and Identity. Iran: Irankulture Ed.

Hofstede, Geert. (1997). Cultures and Organizations. Software of the Mind. McGraw Hill: London.

Lustig, M., & Koester, J. (2006). Intercultural Competence: Interpersonal Communication across Cultures (5th ed.) Boston, MA: Pearson and AB.

Sachedina, A. (2009). Islamic Biomedical Ethics. Oxford University Press: Inc.

Samovar, L. (1982). Definition and Functioning on Non-Verbal Communication. California, USA. Wadsworth Publishin Co.

Samovar. L. (1982). International Cultures. California, USA. Wadsworth Publishing Co.

Stewart, American Cultural Patterns. (1985.) Perception of the Self and the individual. Maine, USA. Intercultural Press.

Ting-Toomey, Stell. (1999.) *Communicating Across Cultures*. The Guilford Press: New York.

UNESCO (2013) Intercultural Competence, Conceptual and Operational Framework. Paris, France. Taken from: <http://unesdoc.unesco.org/images/0021/002197/219768e.pdf>

Intercultural Competence Research Project: South Korea, Taken from:

<https://sites.google.com/site/icrpscherry/theories-and-research-concerning-intercultural-competence/chapter-5>.

## **CHRONOGRAM**

<b>Week</b>	<b>Contents</b>	<b>Evidence of learning</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>○ Introduction.</li> <li>○ Expectations.</li> <li>○ Syllabus review.</li> <li>○ Canvas.</li> <li>○ Assign Individual presentation topic.</li> </ul>	<ul style="list-style-type: none"> <li>○ Professor in charge.</li> <li>○ Activity.</li> <li>○ Videos: Paulo Freire y Kolb open a discussion.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Understanding Culture.</li> </ul>	<ul style="list-style-type: none"> <li>○ Movie: Mowgli</li> <li>○ Activity: create our own concepts of culture</li> </ul>

<b>Week 2</b>	<ul style="list-style-type: none"> <li>○ What is intercultural Communication?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 1:</b></li> <li>○ Exercises (Values from different cultures: Ticos vs US and others.)</li> </ul>
	<ul style="list-style-type: none"> <li>○ Intercultural Competence.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 2:</b></li> <li>○ Movie Discussion: Babel.</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>○ Cultural Patterns and Communication: Taxonomies: Individualism, Collectivism, Monochronic, Polichronic, Direct, Indirect, High and Low power distance.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 3:</b></li> <li>○ Cultural Dimensions Exercises.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Stumbling Blocks in ICC.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 4:</b></li> <li>○ Exercises: In the eye of the beholder</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>○ What are the keys to Understanding Cultural and Ethnic Identities?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 5:</b></li> <li>○ Documentary: The mask that you live in.</li> </ul>
	<ul style="list-style-type: none"> <li>○ What are the different ways to Communicate nonverbally across cultures?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 6:</b></li> <li>○ Movie: Spanglish.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Visiting my own culture manual.</li> </ul>	<ul style="list-style-type: none"> <li>○ Working the manual in class.</li> </ul>

<b>Week 5</b>	<ul style="list-style-type: none"> <li>○ Traditional Beliefs and Practices: Are some Better than Others?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 7:</b></li> <li>○ Video: Some cultures are better than others?</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>○ ICC Communication: A Current Perspective.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 8:</b></li> <li>○ Exercises: Stereotypes</li> <li>○ Deadline for my visiting culture manual.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Perception of the Self.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 9:</b></li> <li>○ Observations of Foreign Visitors about US people (Kohls)</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>○ Intercultural Personal Relationship Development: Identity and relational-Based themes.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 10:</b></li> <li>○ Clip: My my fat greek Wedding</li> </ul>
	<ul style="list-style-type: none"> <li>○ MOVIE.</li> </ul>	<ul style="list-style-type: none"> <li>○ Movie for essay #1: The good Lie</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>○ International Cultures.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 11:</b></li> <li>○ <b>Presentation 12:</b></li> </ul>
	<ul style="list-style-type: none"> <li>○ Transcultural Communication Competence.</li> <li>○ What are the communication Issues facing a global identity?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 13:</b></li> <li>○ <b>Presentation 14:</b></li> <li>○ Deadline for the movie essay: A good lie</li> </ul>



<b>Week 9</b>	<ul style="list-style-type: none"> <li>○ How can we manage Intercultural Conflict Flexibility?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 15:</b></li> <li>○ Documentary: AmericanFactory.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Beyond Cultural Identity Reflections: Reflexions on Multiculturalism.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Presentation 16:</b></li> <li>○ Discussion of the Video: Thomas Sowell and others</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>○ MOVIE.</li> </ul>	<ul style="list-style-type: none"> <li>○ Movie for essay #2: <b>OUTSOURCING</b></li> </ul>
	<ul style="list-style-type: none"> <li>○ Cases Study.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students:</li> </ul>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>○ Cases Study.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students:</li> <li>○ Deadline for the movie essay: Outsourcing</li> </ul>
	<ul style="list-style-type: none"> <li>○ Cases Study.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students:</li> </ul>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>○ Final clip presentation (Individual assignment).</li> </ul>	<ul style="list-style-type: none"> <li>○ Students:</li> </ul>
	<ul style="list-style-type: none"> <li>○ Class closure: final reflexions</li> </ul>	<ul style="list-style-type: none"> <li>○ Students and Professor</li> </ul>

*The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.*