
Intercultural Communication: Theories, Practice and Factors Influencing Intercultural Communication

COURSE DESIGNATOR SDNY 3012

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

In today's globalized and multicultural societies, cross-cultural communication is common enough. Even so, it continues to be a challenge, even for people who engage in cross-cultural communication on a daily basis. In this unit of study we will consider a variety of approaches to studying cross-cultural communication. This course is designed to increase awareness and appreciation for the complexity of intercultural communication skills in everyday situations. It offers a critical perspective on current theory and research in intercultural communication. We will pay particular attention to the social positioning of participants in an interaction, and the ways that social relationships (particularly of power and intimacy) between participants are reflected in their communication. The course will end with exploring applied perspectives, particularly on cross-cultural communication in educational and workplace interactions. The primary objective of the course is to develop cultural relativist attitude.

COURSE OBJECTIVES

On successful completion of this unit students will be able to:

- Demonstrate an understanding of cross cultural communication in the contemporary environment
- Communicate ideas with fluency and sensitivity
- Apply nonverbal communication theory in communicating and evaluating messages
- Demonstrate respect for cultural and social diversity
- Demonstrate awareness of historical, cultural and social traditions with influence communication events
- Anticipate and manage dysfunctional interpersonal cross cultural conflict
- Understand that most managerial issues in cross culture are multi-faceted and not always quickly resolved by the latest management fad
- Realize that good cross cultural management skills are not necessarily intuitive or obvious.

METHODOLOGY

FACE TO FACE: The unit will be delivered via three hours per week in a combination of lectures, tutorials and an action research field trip.

REQUIRED READING AND RESOURCES

ESSENTIAL TEXT

Lustig, M & Koester, J (2005). Intercultural competence: interpersonal communication across cultures. (5th ed). Boston & Allyn. ISB 1397802453528. Copies available at Pearson Education, Sydney: www.pearsoned.com.au.

RECOMMENDED TEXTS

Trompenaars, F. (1998). Riding the waves of culture: understanding diversity in global business (2nd ed). McGraw Hill.
Hofstede, G. (1994). Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival. London: Harper Collins.

JOURNALS

Academy of Management Journal
Asia Pacific Journal of Human Resources
Cross Cultural Management: An International Journal

Harvard Business Review
 International Journal of Organisational Behaviour
 International Journal of Cross Cultural Management
 Journal of International Business Studies.

WEBSITES

Some useful websites:

- <http://www.ahri.com.au>
- <http://www.ilr.cornell.edu/>
- <http://www.shrm.org>
- <http://www.innovations.gov.au>
- <http://www.psmpc.gov.au/>
- <http://www.dewrsb.gov.au/>
- <http://www.econ.su.oz.au/acirrt/>
- http://www.users.bigpond.com/rj_gj/index.html

GRADING

PENALTIES FOR WORK SUBMITTED LATE

Assignments received after the due date will be reduced by five percent (5%) of the possible grade for the piece of work being assessed per day, up to seven (7) days after the due date. Work submitted more than seven (7) days after the due date will not be marked, unless arrangements have been made prior to the due date for an extension.

CLASS PARTICIPATION

Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation - for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the constructiveness of your input to the class discussion and debate.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

GRADING FOR ASSIGNMENTS

Individual Case Study	40%
Action Research	15%
Group Project	40%

SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p>Lecture: Introduction to Intercultural Competence</p> <p>Topic:</p> <ul style="list-style-type: none"> • Communication and the Imperative of Intercultural Competence • The challenge of communicating in an intercultural world <p>Text: Ch. 1</p> <p>Tutorial/Assessment Task: Autograph hunt Visit the web site of the training company, Diversity@work (www.work.asn.au), and find out why diversity is good for business. Groups created for group assignment.</p>
Week 2	<p>Lecture: Culture and Intercultural Communication</p> <p>Topic:</p> <ul style="list-style-type: none"> • Culture • Why cultures differ • Intercultural Communication <p>Text: Ch. 2</p> <p>Tutorial/Assessment Task: Technological change and First meeting: group assignment (45 mins)</p>
Week 3	<p>Lecture: Intercultural Communication Competence</p> <p>Topic:</p> <ul style="list-style-type: none"> • The US as an Intercultural Community • Competence and Intercultural communication • Basic tools for improving intercultural competence <p>Text: Ch. 3</p> <p>Tutorial/Assessment Task: Descript, interpretation & evaluation</p>
Week 4	<p>Lecture: Cultural Patterns and Communication Foundations</p> <p>Topic:</p> <ul style="list-style-type: none"> • Defining cultural patterns • Components of cultural patterns • Characteristics of cultural patterns • Cultural patterns and intercultural competence <p>Text: Ch. 4</p> <p>Tutorial/Assessment Task: Mapping cultures and 2nd meeting: group assignment (45 mins)</p>
Week 5	<p>Lecture: Cultural Patterns and Communication: Taxonomies</p> <p>Topic:</p> <ul style="list-style-type: none"> • Taxonomies of cultural patterns • Confucian cultural patterns • Cultural taxonomies and intercultural competence

	<p>Text: Ch. 5</p> <p>Tutorial/Assessment Task: Role play personal space 3rd meeting: group assignment (45 mins)</p>
Week 6	<p>Lecture: Cultural Identity, Biases and Communication</p> <p>Topic:</p> <ul style="list-style-type: none"> • Cultural identity, cultural biases, intercultural contact • Becoming a intercultural communicator <p>Text: Ch. 6</p> <p>Tutorial/Assessment Task: Word shape perception and Assessment 1 Due: Individual Case Study</p>
Week 7	<p>Lecture: Verbal Intercultural Communication</p> <p>Topic:</p> <ul style="list-style-type: none"> • The power of language in intercultural communication • Definition of verbal codes • Language, thought, culture, and intercultural communication • Verbal codes and intercultural competence <p>Text: Ch. 7</p> <p>Tutorial/Assessment Task: Culture & argument and 4th meeting : group assignment (45 mins)</p>
Week 8	<p>Lecture: Nonverbal Intercultural Communication</p> <p>Topic:</p> <ul style="list-style-type: none"> • Definition of nonverbal codes • Cultural universals in nonverbal communication • Cultural variations in nonverbal communication • Synchrony of nonverbal communication codes • Nonverbal Communication and Intercultural Competence <p>Text: Ch. 8</p> <p>Tutorial/Assessment Task: Culture & Self Disclosure and 5th meeting</p>
Week 9	<p>Lecture: Action Research Field visit</p> <p>Topic:</p> <ul style="list-style-type: none"> • Paddy's market, Chinese garden • Haymarket Sydney • Meet 9.30 am outside IMAX Cinema at Darling Harbour <p>Tutorial/Assessment Task: A visit to a busy market filled with cross-cultural scenes. We will walk through the Chinese gardens and complete the morning with Yum Cha in China Town. Wear good walking shoes, bring a pencil, small note pad and \$ 10 for Yum</p>
Week 10	<p>Lecture: Intercultural Competence in Interpersonal Relationships</p> <p>Topic:</p> <ul style="list-style-type: none"> • Cultural Variations in interpersonal relationships • Saving face in interpersonal relationships • Improving intercultural relationships • Interpersonal relationships and intercultural competence

	<p>Text: Ch. 10</p> <p>Tutorial/Assessment Task: Assessment 2 Due: Action research report and discussion Self Disclosure Activity and Sixth meeting group assignment (45 mins)</p>
Week 11	<p>Lecture: Episodes, Contexts, and Intercultural Interactions</p> <p>Topic:</p> <ul style="list-style-type: none"> • Social episodes in intercultural relationships • Contexts for intercultural communication <p>Text: Ch. 11</p> <p>Tutorial/Assessment Task: Put on a Face /or The albatross society</p>
Week 12	<p>Lecture: The Potential for Intercultural Competence</p> <p>Topic:</p> <ul style="list-style-type: none"> • The ethics of intercultural competence • The Prospects for Intercultural Competence <p>Text: Ch. 12</p> <p>Tutorial/Assessment Task: Assessment 3 Due: Group Project and Group presentations</p>

Individual Case Study - 40% (20% case and 20% model answers)

Students are required to develop a case study that illustrates an issue in cross cultural communication. The case study should be written in a narrative form. Students will also develop “model answers” for case questions related to the case. These model answers should demonstrate knowledge of relevant theory and analytical ability. The case study length (1,000 words), Model answers (1,000 words).

Action Research - 15% (10% report and 5% discussion)

Students will prepare a brief summary discussion report regarding their field trip (report 750 words). The discussion will be held in class in weeks 10 and 11.

Group Project - 40% (30% report and 10% presentation)

Students will randomly be assigned in groups of three. They will assess the research literature and popular press management books on cross cultural communication. They will evaluate how the ideas expressed compare to the concepts we have covered in class. Some time has been allotted for the assignment in class. Students are expected to match this time outside of class. Each group will prepare a 10-minute class presentation on their findings in week 12.

ATTENDANCE POLICY

Students must attend all classes and gallery visits and be able to certificate genuine absences. Any absence should be justifiable in terms only of illness, religious holiday or an internship interview.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for

scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.