

Intercultural Communication: Theories, Practice and Factors Influencing Intercultural Communication

Course Details

Course Designator & Number: SDNY 3012

Number of Credits: 3

Language of Instruction: English

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 / Materials

ESSENTIAL TEXT

Lustig, M & Koester, J (2005). Intercultural competence: interpersonal communication across cultures. (5 th 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 (2 nded). 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.psmnpc.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.

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	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	

Letter Grade	Score or Percentage	Description
C-	70-72	
D+	67-69	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D	60-66	
F	0-59	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.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Individual Case Study	40%
Action Research	15%
Group Project	40%

Course Content

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.

Unit 1

Introduction to Intercultural Competence

Topic:

- Communication and the Imperative of Intercultural Competence
- The challenge of communicating in an intercultural world

Text: Ch. 1

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.

Unit 2

Culture and Intercultural Communication

Topic:

- Culture
- Why cultures differ
- Intercultural Communication

Text: Ch. 2

Tutorial/Assessment Task: Technological change and First meeting: group assignment (45 mins)

Unit 3

Intercultural Communication Competence

Topic:

- The US as an Intercultural Community
- Competence and Intercultural communication
- Basic tools for improving intercultural competence

Text: Ch. 3

Tutorial/Assessment Task: Descript, interpretation & evaluation

Unit 4

Cultural Patterns and Communication Foundations

Topic:

- Defining cultural patterns
- Components of cultural patterns
- Characteristics of cultural patterns
- Cultural patterns and intercultural competence

Text: Ch. 4

Tutorial/Assessment Task: Mapping cultures and 2 nd meeting: group assignment (45 mins)

Unit 5

Cultural Patterns and Communication: Taxonomies

Topic:

- Taxonomies of cultural patterns
- Confucian cultural patterns
- Cultural taxonomies and intercultural competence PAGE 4

Text: Ch. 5

Tutorial/Assessment Task: Role play personal space 3rd meeting: group assignment (45 mins)

Unit 6

Cultural Identity, Biases and Communication

Topic:

- Cultural identity, cultural biases, intercultural contact
- Becoming a intercultural communicator

Text: Ch. 6

Tutorial/Assessment Task: Word shape perception and Assessment 1 Due: Individual Case Study

Unit 7

Verbal Intercultural Communication

Topic:

- The power of language in intercultural communication
- Definition of verbal codes
- Language, thought, culture, and intercultural communication
- Verbal codes and intercultural competence

Text: Ch. 7

Tutorial/Assessment Task: Culture & argument and 4th meeting : group assignment (45 mins)

Unit 8

Nonverbal Intercultural Communication

Topic:

- Definition of nonverbal codes
- Cultural universals in nonverbal communication
- Cultural variations in nonverbal communication
- Synchrony of nonverbal communication codes
- Nonverbal Communication and Intercultural Competence

Text: Ch. 8

Tutorial/Assessment Task: Culture & Self Disclosure and 5th meeting

Unit 9

Action Research Field visit

Topic:

- Paddy's market, Chinese garden
- Haymarket Sydney
- Meet 9.30 am outside IMAX Cinema at Darling Harbour

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

Unit 10

Intercultural Competence in Interpersonal Relationships

Topic:

- Cultural Variations in interpersonal relationships
- Saving face in interpersonal relationships
- Improving intercultural relationships
- Interpersonal relationships and intercultural competence PAGE 5

Text: Ch. 10

Tutorial/Assessment Task: Assessment 2 Due: Action research report and discussion Self Disclosure Activity and Sixth meeting group assignment (45 mins)

Unit 11

Episodes, Contexts, and Intercultural Interactions

Topic:

- Social episodes in intercultural relationships
- Contexts for intercultural communication

Text: Ch. 11

Tutorial/Assessment Task: Put on a Face /or The albatross society

Unit 12

The Potential for Intercultural Competence

Topic:

- The ethics of intercultural competence
- The Prospects for Intercultural Competence

Text: Ch. 12

Tutorial/Assessment Task: Assessment 3 Due: Group Project and Group presentations

Policies

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 & 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. This information can be found [on the Learning Abroad Center website](#).