

<b>Course Unit Title:</b>	Intercultural Communication
<b>Course Unit Code:</b>	COM220
<b>Type of Course Unit: (Compulsory/Optional)</b>	Optional
<b>Level of Course Unit: (first, second or third cycle)</b>	Bachelor (1 <sup>st</sup> cycle)
<b>Year of Study:</b>	2
<b>Semester when the unit is delivered:</b>	4
<b>Number of ECTS credits allocated:</b>	6
<b>Name of lecturer(s):</b>	TBA
<b>Learning Outcomes of the course unit:</b>	
<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Assess cultural and gender differences that may lead to constructive communication outcomes</li> <li>• Analyze cultural systems and institutions such as history, technology, and family</li> <li>• Identify the dimensions of cultural diversity, e.g. perception differences, monoculture differences, group communication behaviour</li> <li>• Manage culture and conflicts e.g. stereotyping, and culture shock</li> <li>• Evaluate the influence of the media on intercultural communication</li> </ul>	
<b>Mode of Delivery:</b>	Face- to- face
<b>Prerequisites and co-requisites:</b>	COM101 or consent of instructor
<b>Recommended optional program components:</b>	None
<p><b>Course Contents:</b>  <b>Objective:</b>  The course examines culture as a primary variable in the communication process. It looks at the assimilated process of first culture enculturation versus secondary acculturation. Specific key elements of culture, such as 'culture shock' and gender attitudes, that shape communication outcomes are analyzed. The course aims to show that cultural differences</p>	

can initiate a communication pattern that can be constructive, functional and lead to positive outcomes with communication being the primary vehicle as an applied construct. The development of intercultural communication competence and cultural literacy is the ultimate goal.

**Description:**

The course commences by examining Intercultural communication in terms of its origins, presuppositions and theories. A Model of intercultural communication is set up before discussion proceeds to the causes of perceived cultural difference, the drive for certainty over uncertainty. Communication cognitive style is discussed at this point with some focus on the self in relation to perception.

An analysis of diversity looks at elements of cultural systems – history, identity, technology etc. Cultural activities and roles are viewed as underlying dimensions of culture, in particular the role of institutions like family and religion as changing contexts and patterns. Gender and communication findings can be examined at this point. The class is made familiar with recent moves towards creating an academic culture of intercultural communication.

Cultural diversity involves discussion of multi-cultural pluralism. In-depth analysis looks at microcultures in terms of perception differences and rhetorical strategies used for in-group and out-group communication. The course applies communication patterns of behaviour to regional and residential microcultures including rural / urban, class / poverty, high / low context and countercultures.

Cultural world view, and its associated stereotyping, is presented as one of the most fundamental dimensions underlying a culture. The course examines some of the typical concepts and belief structures by which cultures order their worlds; these include a range of values from individuality to social responsibility. Specifically, in terms of communication, the world view influences degrees of relationship assertiveness, leadership opinion, organizational cooperation and so on. Ideas are put forward regarding the individual's

personal world view as influencing communication in terms of his / her relationship with family, society and nation.

The course gives emphasis to understanding intercultural language which influences perception, meaning and relationship attitudes. Discussion goes beyond semantics to look at code switching, the sound of linguistic difference, and verbal style. In going beyond language silent / nonverbal language is defined through its major categories. Here the practices, limitations and possibilities of new technologies are given special attention, particularly in their enhancement of global culture and universal sameness. Students will comprehend the complex rules by which these dimensions are operating in the modern world.

The phenomenon of 'Culture shock' is defined as a staged process. Physical, psychological and communication-based factors are associated with cultural adaptation needs. Importantly, language as a shaping factor is addressed in terms of native and acquired speech. Suggestions are provided for overcoming stress factors in long-term acculturation and cultural re-entry.

Communication competencies are directly related to intercultural effectiveness. And desired outcomes. Task performance, cultural adaptation, and formation of interpersonal relationships are basic to demonstration of competence.

Intercultural communication conflict, with links to stereotyping and culture shock, is presented in terms of missed expectations as the conflict source. On the negative side factors involved can include non-disclosure, hierarchy and avoidance. Factors to manage conflict are primarily: interfacing with cultural values; proactive intervention; relational empathy. The concept of symbolic interactionism as regards self-presentation can be considered at this point.

The course looks at the social influence of Network cultures and Information flow. Important

concepts in the discussion are: intercultural credibility; communicator similarity; intercultural dynamism; opinion leadership.

The Media is a dramatic source of influence on intercultural communication. Areas for discussion are: persuasion; shaping cultural thought; ideology; cultural learning; creator of consumer and entertainment needs; ethnic identification. Modern media tools of international communication are given separate emphasis. Opening of borders but creation of new problems arise with computer, internet, satellite and cell technology. It is expected that students will offer lively examples of this area of technical innovation within media hegemony and will assess positive and negative evolutionary outcomes.

The course concludes with an overview of innovation and creating planned change interculturally. Diffusion and social change are revealed through channel, time, system and effects factors. Innovation is seen as a willed cultural message involving decision-making and insight.

Some strategies for group innovation are detailed although change is presented as a non-mandatory factor. A final section deals with organizational change with an outline of strategies which facilitate acceptance of innovation.

Recent developments and contemporary issues pertaining to the subject-matter of the course.

**Recommended  
or  
required reading:**

Myron W. Lustig and Jolene Koester: INTERCULTURAL  
COMPETENCE Allyn & Bacon, Latest Edition

Judith Martin, Thomas Nakayama: EXPERIENCING  
INTERCULTURAL COMMUNICATION: AN  
INTRODUCTION McGraw Hill, Latest Edition

Case Study Applications

<b>Planned learning activities and teaching methods:</b>	<table border="0"> <tr> <td data-bbox="617 233 1036 275">Class Instruction</td> <td data-bbox="1036 233 1274 275">42 Hours</td> </tr> <tr> <td data-bbox="617 285 1036 327">Consultation</td> <td data-bbox="1036 285 1274 327">15 Hours</td> </tr> </table>	Class Instruction	42 Hours	Consultation	15 Hours						
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<b>Assessment methods and criteria:</b>	<table border="0"> <tr> <td data-bbox="617 401 1182 432">Examinations</td> <td data-bbox="1182 401 1317 432">50%</td> </tr> <tr> <td data-bbox="617 436 1182 468">Assignments (Journal and Structured)</td> <td data-bbox="1182 436 1317 468">25%</td> </tr> <tr> <td data-bbox="617 472 1182 504">Research project</td> <td data-bbox="1182 472 1317 504">15%</td> </tr> <tr> <td data-bbox="617 508 1182 539">Class / Group participation</td> <td data-bbox="1182 508 1317 539">10%</td> </tr> <tr> <td></td> <td data-bbox="1182 543 1317 575">100%</td> </tr> </table>	Examinations	50%	Assignments (Journal and Structured)	25%	Research project	15%	Class / Group participation	10%		100%
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<b>Language of Instruction:</b>	English										
<b>Work Placement(s):</b>	No										
<b>Place of Teaching:</b>	Regular Classroom European University Cyprus, Nicosia										