UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
Fax: 0264 432303

# COURSE SYLLABUS

## 1. Information about the study program

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|---|---|
| 1.1 University | Babeș-Bolyai University |
| 1.2 Faculty | The Faculty of Letters |
| 1.3 Department | English Language and Literature |
| 1.4 Field of study | Philology |
| 1.5 Study cycle (BA/MA) | MA |
| 1.6 Study program/Qualification | MA |

## 2. Information about the subject

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|---|---|---|---|---|---|---|---|---|
| 2.1 Course title/Code | | LMU4118 Intercultural communication. Theories, concepts, strategies (in English) | | | | | | |
| 2.2 Course tutor | | Diana Cotrău | | | | | | |
| 2.3 Seminar tutor | | Diana Cotrău | | | | | | |
| 2.4 Year of study | **I** | 2.5 Semester | **1** | 2.6 Type of assessment | **C** | 2.7 Course status | Contents | DS |
| | | | | | | | Mandatory | DA |

## 3. Total estimated time (teaching hours per semester)

| | | | | | |
|---|---|---|---|---|---|
| 3.1 Number of hours per week | **3** | of which: 3.2 course | **2** | 3.3 seminar/laboratory | **1** |
| 3.4 Total number of hours in the curriculum | 42 | of which: 3.5 course | 28 | 3.6 seminar/laboratory | 14 |
| Time distribution | | | | | Hours |
| Study based on textbook/course manual/recommended reading/personal notes | | | | | 30 |
| Additional research in the library, by accessing scientific databases, or during field work | | | | | 30 |
| Preparation for seminars/laboratory classes, essays, portfolios and reports | | | | | 10 |
| Tutoring | | | | | 12 |
| Assessment (examinations) | | | | | 10 |
| Other activities ..... | | | | | 20 |
| 3.7 Total hours for individual study | 112 | | | | |
| 3.8 Total hours per semester | 154 | | | | |
| 3.9 Number of credits | 6 | | | | |

## 4. Prerequisites (if necessary)

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| 4.1 Curriculum | |
| 4.2 Skills | B2 (Upper-Intermediate) English Language Proficiency cf. CEFLR |

## 5. Conditions (if necessary)

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| 5.1. For delivering lectures | • room with white board and multi-media equipment<br>• course attendance not mandatory |
| 5.2. For teaching seminars/laboratory classes | • room with white board and multi-media equipment<br>• seminar attendance not mandatory; presence for final evaluation is subject to no condition; evaluations is subject to fulfilling all assumed obligations (defence of written assignments and practical course activity |

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**6. Acquired specific competences**

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| Professional competences | C1.1. Cognitive competences – use of concepts and theories in the field of Intercultural Communication, identifying and internalising a worldview and a perspective of interpersonal or intergroup contact grounded on accepting difference and adopting tolerance.<br><br>C1.2. Practical competencies: use of conceptual and methological instruments pertaining to analysis and debate of specific phenomena.<br><br>C1.3. Communication and interactional competencies: the ability to partake in debates, text analyses, problem-solving and arguing one's points in English. |
| Transversal competences | CT.1. Personal and professional development competencies: the ability to identify and comprehend socio-cultural contact phenomena, anticipate and manage potential cultural conflict, establish dialogue, all of which are useful on the highly internationalised labour market and academic milieu.<br><br>CT.2. Fulfilling individual worktasks as modelled and assisted by the tutor.<br><br>CT.3. Partaking in pair- and team-projects, finalised as specialty presentations.<br><br>CT.4. Awareness of the need for training. |

**7. Course objectives (derived from the specific competences acquired)**

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| 7.1 General objective of course | • The course is set to provide students with the concept and theoretic equipment meant to develop their ability of deconstructing cultural as well as subjective group or individual identities, of identifying (symbolic or real) conflict , of establishing conflict-avoidance strategies, of engaging dialogue and building reciprocal tolerance. This will be achieved by the analysis of specific repesentations of the varied socio-cultural categories across the traditional media, the New Media and the Social Media. |
| 7.2 Specific objectives | 1. Familiarising students with current concepts and approaches, as actualised by demographic dynamics (current migration) and the internationalisation of the labour market.<br><br>2. Identifiying new, compared to past context, phenomena, discovery or proposal of new solutions to current manifestations within the context of augmented cultural contact, cultural hybridisation, glocalisation, as determined by the centripetal, or alternately centrifugal, tendencies of globalisation.<br><br>• 3. Applying within the seminars of the theoretical and methodological instruments in order to carry out case studies and complete the final project. |

**8. Contents**

| **8.1 Lectures** | Teaching methods | Remarks |
|---|---|---|
| Culture. Definitions in Anglo-Saxon speciality literature. Socio-cultural categories. Interculturality: definitions, delineations, group and individual identities. | enhanced lecture, debate, problem solving | |
| Communication and group identity (ethnic/religious/gender) Identity categorization. Assumed identity (affiliation) and assigned identity (stereotypical associations). | enhanced lecture, debate, problem solving | |
| Cultural behavior. Similarities and differences: expectations, perception and awareness. | enhanced lecture, debate, problem solving | |

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|---|---|---|
| 4. Communication Theory of Identity. Performing identity through interaction: discourse strategies, non-verbal lingo, linguistic options. | enhanced lecture, debate, problem solving | |
| Intercultural Communication Competence: language proficiency – speaking the host language; language pragmatics, knowledge of non-verbal communication skills in the target culture. | enhanced lecture, debate, problem solving | |
| 7. Worldviews and values. Cultural taxonomy according to five dimensions: individualism vs. collectivism; avoidance of uncertainty; (social) power-distance; male vs. female (competition vs. cooperation); long-term or short-term orientation. | enhanced lecture, debate, problem solving | |
| Culture shock. Host culture immersion (contact/short term residence). Model of adjustment to alien culture: six stages. Shock of reimmersion into home culture (short term immersion) | enhanced lecture, debate, problem solving | |
| Acculturation (migrants) and assimilation. | enhanced lecture, debate, problem solving | |
| Multicultural academic settings. Students and multicultural academia. Learning and research – cultural models. | enhanced lecture, debate, problem solving | |
| Cultural lore. Cultural appurtenance of academia: teachers, students, administration. | enhanced lecture, debate, problem solving | |
| Cultural pragmatics: inter/trans-cultural communication. Language conflict, misunderstanding, negociation. | enhanced lecture, debate, problem solving | |
| Academic and socio-professional language issues. | enhanced lecture, debate, problem solving | |
| 7. Worldviews and values. Cultural taxonomy according to five dimensions: individualism vs. collectivism; avoidance of uncertainty; (social) power-distance; male vs. female (competition vs. cooperation); long-term or short-term orientation. | enhanced lecture, debate, problem solving | |
| 14. **Conclusions, wrap-up.** | Group analysis | |

Bibliography

1. Duranti, Alessandro (ed.) (2004). *An Anthology of Linguistic Anthropology*. Malden, Oxford, Carlton: Blackwell Publishers
2. Holliday, Adrian, Hyde, Martin & Kullman John. (2004) *Inter-cultural communication. An Advanced Resource Book.* London & New York: Routledge Taylor & Francis Group
3. Landis D., J.M. Bennett, & M.J. Bennett (Eds.), *Handbook of intercultural training*, 3rd ed., 147–165. Thousand Oaks, CA: Sage
4. Martin, Judith N., Nakayama, Thomas K. (2010). *Intercultural Communication in Contexts*. 5th edition. Boston, London, New Delhi: McGraw-Hill Higher Education
5. Kim, Y. Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Thousand Oaks, CA: Sage
6. Scollon, Ron & Suzanne Wong Scollon, (eds.). *Intercultural Communication. A Discourse Approach*. 2001. 2nd ed. Malden, Oxford: Blackwell Publishers
7. Storti, C. (2001). *The art of crossing cultures*, 2nd ed. Yarmouth, ME: Intercultural Press
8. Ting-Toomey, S. (1999). *Communicating across cultures, 248-250*. New York: Guilford Press

| **8.2 Seminars** | Teaching methods | Remarks |
|---|---|---|
| 1. Modernity and Self Identity. Self and Society in the late Modern Age | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |

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| 2. Globalisation and Identity | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 3. Discourse, identity and culture | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 4. Identity, community and the Internet | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 5. Otherisation. Images of the *Other* | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 6. English and the discourse of colonialism | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 7. Absence and invisibility in the *Other* | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 8. Undemonising the *Other* | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 9. Representation in the Mass-Media: The semantics of asylum speakers | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 10. Sport and stereotyping in the Mass-Media | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 11. Cultural constructs. Individualism and collectivism | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 12. Schemas: fixed and flexible | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 13. Manufacturing the self | Student papers.<br>Text analysis.<br>Group work. Exemplification.<br>Exercises. | |
| 14. Round-up. Student project presentations. | Group work. | |

**Bibliography**

1. Landis D., J.M. Bennett, & M.J. Bennett (Eds.), *Handbook of intercultural training*, 3rd ed., 147–165. Thousand Oaks, CA: Sage

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| Multimedia texts, ediated or authentic, user-generated content, documentaries, digital platforms videos. |

| **8.3 Applied Practice work** | **Teaching-learning methods** | **Observations** |
|---|---|---|

**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.**

- Syllabus content is reflected to a great extent in the secondary and academic curricula the main employers of the study line alumni).
- Topics are compiled in accordance with the specialty bibliography.
- Part of the course and seminar components have been defended as papers at national and international symposia.

**10. Assessment (examination)**

| Type of activity | 10.1 Assessment criteria | 10.2 Assessment methods | 10.3 Weight in the final grade |
|---|---|---|---|
| 10.4 Lecture | - capacity for interactivity<br>- knowledge and understanding<br>- operational command of specialty discourse<br>- ability to explain and interpret | Written paper | 70% |
| 10.5 Seminar | • Seminar papers, written assignments, active participation in debates, applied work in practical activities. | PowerPoint presentation | 30% |
| 10.6 Practical course/project | | | |
| 10.7 Basic performance standard<br>• Students know, identify, and correctly define the main concepts of Intercultural Communication.<br>• Students will be able to identify, diagnose and reach conclusions on matters pertaining to cultural contact and conflict.<br>• Good command of specialty language. | | | |
| | | | |
| **Organisation details, managing exceptional situations:**<br>Sitting the exam is not subject to minimum course attendance or applied work.<br>Exam fraud will trigger the immediate stop of examination and student will be automatically assigned grade 1 (one). | | | |

| Date | Course tutor's signature | Seminar tutor's signature |
|---|---|---|
| 20.03.2022 | Diana Cotrău | Diana Cotrău |

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|---|---|---|
| Date of department endorsement<br><br>31.03.2022 | Head of department's signature | |
| Date of Dean's endorsement | Signature of the vice-Dean in charge | Faculty stamp |