



COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeş-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

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)

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

5. Conditions (if necessary)

5.1. For delivering lectures	<ul style="list-style-type: none"> room with white board and multi-media equipment course attendance not mandatory
5.2. For teaching seminars/laboratory classes	<ul style="list-style-type: none"> room with white board and multi-media equipment 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)



6. Acquired specific competences

Professional competences	<p>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.</p> <p>C1.2. Practical competencies: use of conceptual and methodological instruments pertaining to analysis and debate of specific phenomena.</p> <p>C1.3. Communication and interactional competencies: the ability to partake in debates, text analyses, problem-solving and arguing one's points in English.</p>
Transversal competences	<p>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.</p> <p>CT.2. Fulfilling individual worktasks as modelled and assisted by the tutor.</p> <p>CT.3. Partaking in pair- and team-projects, finalised as specialty presentations.</p> <p>CT.4. Awareness of the need for training.</p>

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

7.1 General objective of course	<ul style="list-style-type: none"> The course is set to provide students with the concept and theoretic equipment meant to develop the 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 representations of the varied socio-cultural categories across the traditional media, the New Media and the Social Media.
7.2 Specific objectives	<ol style="list-style-type: none"> Familiarising students with current concepts and approaches, as actualised by demographic dynamics (current migration) and the internationalisation of the labour market. Identifying 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 tendencies of (de)globalisation. Applying within the seminars theoretic and methodological instruments in order to carry out case studies and complete a 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	
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, negotiation.	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	
<p>Bibliography</p> <ol style="list-style-type: none"> 1. Duranti, Alessandro (ed.) (2004). <i>An Anthology of Linguistic Anthropology</i>. Malden, Oxford, Carlton: Blackwell Publishers 2. Holliday, Adrian, Hyde, Martin & Kullman John. (2004) <i>Inter-cultural communication. An Advanced Resource Book</i>. London & New York: Routledge Taylor & Francis Group 3. Landis D., J.M. Bennett, & M.J. Bennett (Eds.), <i>Handbook of intercultural training</i>, 3rd ed., 147–165. Thousand Oaks, CA: Sage 4. Martin, Judith N., Nakayama, Thomas K. (2010). <i>Intercultural Communication in Contexts</i>. 5th edition. Boston, London, New Delhi: McGraw-Hill Higher Education 5. Kim, Y. Y. (2001). <i>Becoming intercultural: An integrative theory of communication and cross-cultural adaptation</i>. Thousand Oaks, CA: Sage 6. Scollon, Ron & Suzanne Wong Scollon, (eds.). <i>Intercultural Communication. A Discourse Approach</i>. 2001. 2nd ed. Malden, Oxford: Blackwell Publishers 7. Storti, C. (2001). <i>The art of crossing cultures</i>, 2nd ed. Yarmouth, ME: Intercultural Press 		



8. Ting-Toomey, S. (1999). <i>Communicating across cultures</i> , 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. Text analysis. Group work. Exemplification. Exercises.	
2. Globalisation and Identity	Student papers. Text analysis. Group work. Exemplification. Exercises.	
3. Discourse, identity and culture	Student papers. Text analysis. Group work. Exemplification. Exercises.	
4. Identity, community and the Internet	Student papers. Text analysis. Group work. Exemplification. Exercises.	
5. Otherisation. Images of the <i>Other</i>	Student papers. Text analysis. Group work. Exemplification. Exercises.	
6. English and the discourse of colonialism	Student papers. Text analysis. Group work. Exemplification. Exercises.	
7. Absence and invisibility in the <i>Other</i>	Student papers. Text analysis. Group work. Exemplification. Exercises.	
8. Undemonising the <i>Other</i>	Student papers. Text analysis. Group work. Exemplification. Exercises.	
9. Representation in the Mass-Media: The semantics of asylum speakers	Student papers. Text analysis. Group work. Exemplification. Exercises.	
10. Sport and stereotyping in the Mass-Media	Student papers. Text analysis. Group work. Exemplification. Exercises.	
11. Cultural constructs. Individualism and collectivism	Student papers. Text analysis. Group work. Exemplification. Exercises.	



12. Schemas: fixed and flexible	Student papers. Text analysis. Group work. Exemplification. Exercises.	
13. Manufacturing the self	Student papers. Text analysis. Group work. Exemplification. Exercises.	
14. Round-up. Student project presentations.	Group work.	
Bibliography 1. Landis D., J.M. Bennett, & M.J. Bennett (Eds.), <i>Handbook of intercultural training</i> , 3rd ed., 147–165. Thousand Oaks, CA: Sage Multimedia texts, edited or authentic, user-generated content, documentaries, digital platforms videos.		

8.3 Applied Practice work	Teaching-learning methods	Observations
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9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

<ul style="list-style-type: none"> Syllabus content is reflected to a great extent in the secondary and academic curricula the main employers of the studyline 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.
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10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	<ul style="list-style-type: none"> capacity for interactivity knowledge and understanding operational command of specialty discourse ability to explain and interpret 	Ppt /Prezi-type project delivered to student auditory.	70%
10.5 Seminar	<ul style="list-style-type: none"> Seminar papers, written assignments, active participation in debates, applied work in practical activities. 	Analyses, debate, floor-taking.	30%
10.6 Practical course/project			
10.7 Basic performance standard <ul style="list-style-type: none"> Students know, identify, and correctly define the main concepts of Intercultural Communication. Students will be able to identify, diagnose and reach conclusions on matters pertaining to cultural contact and 			




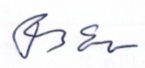


- conflict.
- Good command of specialty language.

Organisation details, managing exceptional situations:

Sitting the exam is not subject to minimum course attendance or applied work.

Exam fraud will trigger the immediate stop of examination and student will be automatically assigned grade 1 (one).

Date 20.03.2024	Course tutor's signature Diana Cotrău 	Seminar tutor's signature Diana Cotrău 
Date of department endorsement 31.03.2024	Head of department's signature 	
Date of Dean's endorsement 02.06.2024	Signature of the vice-Dean in charge 	Faculty stamp