Course Name: Intercultural Communication and Leadership
Course Number: COMM 3301 ALSP (ENG)
Programs Offering Course: Alicante Language and Culture
Language of Instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Spring 2020

Course Description

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in Alicante as well as in other intercultural contexts. We will explore various topics in intercultural communication in the context of your experience abroad and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills to help you become more effective in an interdependent world.

Learning Objectives

By participating in this course, you will:
- Increase your own self-awareness, particularly your cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories and their relevance to your own experience in the host culture.
- Increase your ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps you translate your culture-specific and culture-general knowledge into moment-to-moment competence.

Course Prerequisites

None, apart from an open mind and a sincere interest in exploring things intercultural, which will involve a deep level of self-reflection.

Methods of Instruction

Learning will involve in-class exercises, active reflection, discussion, readings, field reports, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.

Assessment and Final Grade

Grading will be based on the following:
1. Journal (6 entries): 20%
2. Mid-semester cultural comparison project: 20%
3. Homework & Cultural Partner activities: 20%
4. Final Digital Storytelling project: 20%
5. Class participation: 20%

Course Requirements

Intercultural Development Inventory (IDI) Pre and Post-Assessment
The IDI is an online assessment tool that measures our intercultural development. It contains 50 questions and takes about 20 minutes to complete. All ICL students take the IDI at the beginning and the end of the course. Your final grade will not be based on the results of the IDI, but you must complete it twice in order to pass the course. Your instructor will provide you with the login information. The results allow CIEE to analyze the effectiveness of the ICL curriculum and measure the overall intercultural learning of our students.

Journal Entries
You will be asked to complete six different reflective journal entries over the course of the semester. You are free to write about whatever is on your mind at the moment as long as it is relevant to the course; you will be provided with ideas and suggestions for possible topics to address throughout the course of the semester. The goal of the journal entries is to give you a chance to reflect on your intercultural experience in a personally-relevant way.

As outlined in the schedule, two entries each are due at three different points throughout the semester.

Your journal entries should be typed and no more than two double-spaced pages. They will be graded on the depth of reflection and application of course concepts to your personal experience.

Mid-Semester Cultural Comparison Project
The mid-semester Cultural Comparison Project involves writing a paper and doing a short in-class presentation.

For this project, you are asked to examine a theme within the local host culture in comparison to your home culture(s) (as defined by you). Themes may be any topic that is of interest to you and relevant both in the local context and in your home culture, and should be relatively specific rather than sweepingly general. Examples of possible themes include: food and eating habits; attitudes and practices around alcohol consumption; displaying affection; parenting; inequality and difference (based on religion, sexuality, race, etc.); expectations in higher education; exercise or sport; news consumption; advertising; etc. The topic/theme you choose should be something you have experienced or had close contact with in both your host and home cultures.

Please discuss the similarities and differences between your home and host cultures with regards to your topic of choice, particularly with respect to two or three of the cultural value patterns discussed in class. You should aim to integrate personal experience with concepts learned in class.
The paper should be typed, double-spaced, and between 4-5 pages. It may be written in the first person. You should cite at least three academic sources (from the course readings or other). It is also highly recommended you consult with at least two locals (such as your Cultural Partners) about this topic and incorporate any useful insight they offer into your paper (although be careful not to present anyone’s opinions as fact).

You should address the following:

- What similarities and differences have you noticed and/or experienced between (as well as within) your host culture and home culture(s) with regards to your chosen theme?
- To what extent and how do cultural value patterns help you understand these similarities and differences?

In addition to the paper, you should be prepared to present to the class on your topic in class 14. The presentation may take any form you like and creativity is encouraged.

**Homework & Cultural Partner Activities**

Homework will include assigned readings and activities to complete outside of class. You are responsible for completing the homework outlined in the syllabus and asking for clarification when needed. You should bring copies of any readings due that day to each class with you, as we may need the readings in class.

As part of this course, you are required to identify a Cultural Partner—someone who has been a resident of the host culture for many years—with whom you will need to complete several activities throughout the semester. More information about choosing a Cultural Partner will be provided in class.

**Final Digital Storytelling Project**

As a final project for this course, you will be creating a Digital Story. Digital Storytelling involves short (three- to five-minute) first-person stories combined with still images (and often music). Through this means, you will share your own personal story of the study abroad experience. More information will be provided soon. You will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free.

**CIEE ACADEMIC POLICIES**

**Papers and assignments submission**

According to CIEE Alicante academic norms all assignments, paper, readings, etc. must be turned in on the due date. Late submissions of coursework/assignments during the course of the term of study are not accepted.
If an exception is granted by the Academic Director, the new deadline for the assignment will be set for the next earliest possible date for the student for reasonably submit the assignment.

**Course Attendance**

Regular class attendance is required throughout the program. Students must notify (via e-mail with for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD or PC and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will be only considered excused if:
1. A doctor’s note is provided. The UA medical center does not generally provide class absence notes. In the case a doctor’s absence note is extremely necessary, students will need to go to the Vithas International Hospital to be examined.
2. A CIEE staff member verifies that the student was too ill to attend class
3. Evidence is provided of a family emergency

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) will lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).
1. Since each CIEE Alicante course is 45 hours, 10% of the total course hours are 4.5 hours.
2. Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points and missing more than 4.5 hours of class will see their grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.

Likewise, if any CIEE group organized activity/informational session (e.g. Intercultural development sessions) is scheduled during class hours, attendance to this activity or session is also mandatory for all students enrolled in courses that meet during that block of time. Not attending these CIEE group organized activities/sessions during regular class hours will result in an absence.

**Plagiarism**

Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.

Important principles:
1. Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).
2. The same written paper may not be submitted in more than one course.
3. Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course.

Add/Drop
The add/drop period last for 1 week after the start of the courses. After the end of the add/drop period, the student’s registration is considered final, and no course(s) may be changed or deleted from the student’s CIEE Academic Record.

Withdrawal from a course
Students are required to register in 5 courses during their studies at CIEE Alicante. Each CIEE course is worth 3 credits (45 contact hours) and each Universidad de Alicante course is worth 4 credits (60h - unless the course has more than 60h of instruction). If exceptional circumstances warrant, the student may request permission from the Center Director to withdraw from a course. However, a student participating in a semester program is not allowed to drop below 12 US semester credits.

Weekly Schedule

Following is the course schedule for the semester, subject to change.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment/Reading Due</th>
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<tbody>
<tr>
<td>Week 1:</td>
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<tr>
<td>Class 1</td>
<td>What is this class about?</td>
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<td>Class 2</td>
<td>Syllabus as a Cultural Artifact</td>
<td>Spanish syllabus analysis</td>
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<td></td>
<td>Name Game</td>
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<td>Week 2:</td>
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<tr>
<td>Class 3</td>
<td>Perception</td>
<td>• Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)</td>
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<td>Class 4</td>
<td>Suspending Judgment (DIE)</td>
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<td>Week 3:</td>
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<tr>
<td>Class 5</td>
<td>Observation Activity</td>
<td>Goldstein, D.L. ‘The Cooperative Map Exercise’</td>
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<td></td>
<td>Collaborative Map</td>
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<td>Class 6</td>
<td>How do I learn? (KOLB)</td>
<td>• Complete Intercultural Development Inventory (IDI)</td>
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<td></td>
<td></td>
<td>• Name Game with Cultural Partner</td>
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<td>Class 7</td>
<td>Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project</td>
<td>• Ting-Toomey &amp; Chung, ‘What is intercultural communication flexibility?’ and ‘What are the essential cultural value patterns?’ (pp. 22-37 &amp; 38-63)</td>
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<tr>
<td>Class 8</td>
<td>No Class – Community Service Day</td>
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**Week 5:**
- Class 9: Identity in Context, International Perceptions on US
  • Hammad
- Class 10: US Cultural Values
  • Cultural Detective

**Week 6:**
- Class 11: Spanish Cultural Values
  • Cultural Detective
- Class 12: Critical incident Analysis
  • The new Therapist

**Week 7:**
- Class 13: Mid-Term Week: No Class
- Class 14: Mid-Term Week: Cultural Comparison Project Presentations

**Week 8:**
- Class 15: No Class - National Holiday
- Class 16: Cultural Engagement Activity

**Week 9:**
- Class 17: Culture & Communication
  • Ting-Toomey & Chung, ‘What is the connection between verbal communication and culture?’ (pp. 110-129)
  • Ting-Toomey & Chung, ‘What are the different ways to communicate nonverbally across cultures?’ (pp. 130-153)
- Class 18: How do we interact non-verbally?

**Week 10:**
- Class 19: Stereotypes
  • Pous
- Class 20: Perceptions of Us
  • American Students Can't Be Global Citizens

**Week 11:**
- Class 21: No Class
<table>
<thead>
<tr>
<th>Class 22</th>
<th>Culture Shock and Intercultural Adjustment</th>
<th>Ting-Toomey &amp; Chung, ‘What is culture shock?’ (pp. 91-109)</th>
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</table>

**Week 12:**

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<tr>
<th>Class 23</th>
<th>Intercultural Competence</th>
<th>Trompenaars &amp; Hampden-Turner, ‘Relationships and rules’ and ‘Reconciling cultural dilemmas’ (pp. 29-50 &amp; 200-217)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 24</td>
<td>Introduction to Personal Leadership</td>
<td>Hammer</td>
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<tr>
<td>Class 24</td>
<td>Introduction to Personal Leadership</td>
<td>Schaetti et al., Parts I &amp; II (pp. xxi-118)</td>
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**Week 13:**

| Class 25 | No Class – Local Holiday |
| Class 26 | Personal Leadership: Aligning with Vision | Recognizing Something’s Up activity |
| Class 26 | Personal Leadership: Aligning with Vision | Solo Challenge Activity |

**Week 14:**

| Class 27 | Re-entry. How can we articulate and use what we’ve learned? |
| Class 28 | No Class - National Holiday |
| Class 28 | No Class - National Holiday | British Council et al. |
| Class 28 | No Class - National Holiday | Storti |

**Week 15:**

| Class 27 | Digital Storytelling Viewing Party | Digital Stories! |
| Class 28 | Digital Storytelling Viewing Party | Digital Stories! |

**Readings**

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