

CZS50 Intercultural Communication

Lecturer: **Zdeněk Janík**

Outline of the course

The aim of the course is to enhance students' intercultural awareness and improve their communication skills in intercultural settings. Students will explore how various cultures worldwide, including their own, are defined through verbal and non-verbal language, symbols and meanings assigned to the symbols, cultural values and perception of those values. The importance of international understanding and intercultural communication inside as well as outside the school context is emphasized. At the end of the course, students should be able to recognize aspects of intercultural communication; improve their communication strategies used in intercultural settings; apply various dimensions of culture in intercultural conflicts. Students should also develop positive attitudes towards other cultures and improve their skills as intercultural speakers of English.

The course uses all the advantages of an e-learning environment: all study materials, readings, and activities for students are fully web-based.

Course structure

Date	Topic
17 September	1. Introduction
24 September	2. Culture and communication
1 October	3. Cultural identity
8 October	4. Cultural awareness and cultural differences
15 October	5. Explaining differences and similarities across cultures in Europe and elsewhere
22 October	6. Cultural values
29 October	7. Seeing the others: developing stereotypes and making judgments
5 November	8. National cultures and cultural diversity
12 November	9. Women and men in conversation: social identities affecting communication
19 November	10. Western, Japanese, and other styles of conversation
26 November	11. Differences in cultural values, communication and learning styles in an intercultural classroom setting
3 December	12. Effective Intercultural Communication

Course Requirements:

1. ACTIVE CLASS PARTICIPATION

Read all the study materials. Follow 'Assignment for class discussion' and instructions in each of the topics to get ready for class.

80% class attendance.

2. WRITE 6 REFLECTIVE JOURNALS

By doing certain activities and answering questions in the Reflective Journals students relate the knowledge they obtain in this course with their own experience of intercultural communication.

You are asked to write a minimum of one page in each of the Reflective Journals.

The Reflective Journals are in the topics 2, 3, 4, 6, 9, and 11 of the e-learning course.

Check the **deadlines!** You will have a week to write each Journal.

Points will be deducted for late submission.

The minimum pass for the Reflective Journals: 42 points (out of 60), i.e. 70%

3. DO 3 TESTS/QUIZES

In topics 1, 4, and 6. The quizzes are designed for students to test their understanding of the topics. Scores students gain from doing the quizzes **will not** count towards the overall evaluation of their work. However, students must complete all the tests by **December 13!**

4. PARTICIPATE IN 4 ON-LINE DISCUSSION FORUMS

There are 4 discussion forums in topics 2,3,5, and 7. Your contribution should have at least 3 sentences (1 paragraph is an optimum).

Check the **deadlines** for the discussion!

5. WRITE AN ESSAY

For instructions see topic 12.

The deadline is December 15.

The minimum pass for the essay is 28 points (out of 40), i.e. 70%

Further details

All documents, discussion and working materials are available at <http://moodlinka.ped.muni.cz/course/view.php?id=1923> (for login use UCO and your secondary password). Then use “CESP_ICSFall” as an entrance key.

Literature:

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- Campbell, Neil, Kean, Alasdair. *American Cultural Studies: An introduction to American culture*. Second edition. New York: Routledge, 2006.
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- Janík, Zdeněk. "Intercultural Communication Learning." In *Intensive Programme TiFoLa: Teaching in Foreign Languages*. Brno: Paido, 2005.
- Melucci, A. *The playing self: person and meaning in the planetary society*. Cambridge: CUP, 1996.
- Samovar, Larry A., Porter, Richard, E. (eds.) *Intercultural Communication*. 10th Edition. Belmont, USA: Wadsworth/Thomson Learning, 2003.
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