

**UNIVERSIDAD DE COSTA RICA  
 ESCUELA DE LENGUAS MODERNAS  
 BACHILLERATO EN INGLES  
 SECCIÓN II a IV  
 BRADLEY / JIMENEZ I-2017**

**Proposed Course Outline**

Intercultural Communication	Pre-requisite: LM-1471
LM-1481	Co-requisites:
Credits: 3	Academic cycle: VIII
Hours: 9 Class Work: 4 Out-of-Class Work: 5	Type: Course of study for the B.A. degree in English and English Teaching
Level: 4th year	

**I. Description**

LM- 1481, Intercultural Communication, is a required course for the degree of *Bachillerato en Inglés* and *Bachillerato en la Enseñanza del Inglés*. It is the final oral course taken by English majors. A number of foreign students also register and as a result, the course is multicultural or bicultural, depending on the arrangement of the group. This course provides an overview of the study of culture and its relation to language and communication. The premise of the course is that the analytical, respectful and tolerant discussion of cultural issues promotes effective and positive intercultural encounters and language fluency through cultural awareness.

**II. Objectives**

1. General Objective

The students will be able to:

Increase understanding of both their own cultural patterns of behavior as well as of those of people from different cultures and of the importance of cultural conditioning in language, behavior, and values.

2. Specific Objectives

The students will be able to:

- A. Understand fundamental issues in the study of culture and intercultural communication.
- B. Identify some of the values and behaviors that shape the identity of the Costa Rican population and of the other countries represented in the class.
- C. Analyze how stereotypes, prejudice, ethnocentrism, and xenophobia affect intercultural communication.
- D. Value the ethnic/cultural diversity of the countries represented in the classroom.
- E. Increase students' awareness of how culture influences communication and how it interacts with social and psychological factors in a given society.

- F. Recognize the processes involved in a person's adaptation to his/her culture and other cultures.
- G. Develop respect of and tolerance of others' ideas, values, and opinions.
- H. Respectfully defend personal positions on culturally sensitive issues in clear, accurate English.
- I. Increase English fluency and accuracy and competence in English syntax, pronunciation and vocabulary at an advanced level.
- J. Gain exposure to some of the different accents and intonations of English in cultures around the world
- K. Refine conversation management skills.

### III. Contents

- A. Culture
  - 1. Ethnocentrism and stereotypes
  - 2. Cultural Awareness
  - 3. Types of cultures
    - a. Hall's cultural theories
    - b. Hofstede's cultural theories
  - 4. Cultural adaptation
    - a. Stages of culture shock
      - 1) The "honeymoon" stage
      - 2) The "everything is awful" stage
      - 3) Acceptance and integration
      - 4) Long-term adaptation
    - b. Re-entry shock
  - 5. World view and values
    - a. World view
    - b. Fatalism
  - 6. Cultural Domination and resistance
  - 7. National Identity
    - a. Costa Rica
    - b. Latin vs. North America
    - c. Other cultures
  - 8. Gender and Culture
    - a. Feminism and culture
    - b. Culture and violence towards women
    - c. Gay, lesbian, bisexual, transgender / transsexual and queer identities
  - 9. Culture and Conflict
    - a. Ethnic conflict
    - b. Corruption and culture
  - 10. Pronunciation (MAEP. Manual of American English Pronunciation)
    - a. Lesson 7. More about Intonation
    - b. Lesson 13-14. Consonant Substitutions
    - c. Lesson 15. Consonant Clusters
  - 11. Intonation and focus
    - a. Rules and practices for meaningful intonation and focus
    - b. Movies and literary texts from cultures around the world that speak English

#### IV. Methodology

The course employs a student-centered methodology to allow learners to explore and construct knowledge while refining their language skills. Activities include student presentations, discussion groups, group projects, movie analysis, and other hands-on creative activities. Daily preparation and participation is essential for successful completion of course objectives. Any class work is subject to evaluation. The course emphasizes collaborative learning and working in cross-cultural teams.

#### V. Evaluation

Evaluation is continuous and daily participation is fundamental. Students are responsible for all information given and material covered in class or assigned. The final grade for the course will be determined on the following basis:

Homework, assignments, presentations and in-class evaluation	40%
Cultural awareness activity	10%
Tribunal Exam I	25%
Tribunal Exam II	25%

##### Notes on Evaluation:

##### A. Language Issues

The instructor will evaluate English major students in terms of 50% language and 50% content. Students must pay attention to pronunciation, structure, vocabulary, and spelling aspects studied throughout the course of their program. **Written assignments that are poor in any of these areas will not be accepted or will be strongly penalized.** \* Please be advised students will complete an evaluated in-class exercise about the MAEP chapters on pronunciation which will not be repeated in any case.

##### B. Tribunal Exam 1(Oral)\*

This exam consists of theory questions from the units studied. All oral exams will be recorded.

##### C. Tribunal Exam 2 (Oral)\*

This exam consists of an oral presentation or theory questions. All oral exams will be recorded.

\* Please note that all class activities (cultural awareness activities, oral reports, presentations, movies, videos, extra handouts, etc.) can be subject to evaluation in the oral exams.

##### D. No late assignments will be accepted. No student will be exempted from any assignment.

##### E. Excused absences will be dealt with according to the following guideline

ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito.

**F. Plagiarism** will be dealt with according to the following guidelines:

ARTICULO 4. Son faltas muy graves:

g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.

ARTICULO 5. Son faltas graves:

c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

**G. *Todo / toda estudiante en todo curso queda sujeto / sujeta a los reglamentos de evaluación de la Universidad de Costa Rica.***

## VI. Bibliography

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MN: Intercultural Press, 1998. Print.

Biesanz, Mavis Hiltunen, et al. *The Ticos: culture and social change in Costa Rica*. Lienne Rienner

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Bornstein, Kate. *Gender Outlaw: On Men, Women, and the Rest of Us*. New York City, 1992. Print.

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*Anarchy and Sex Positivity*. New York, 2013. Print.

Camacho, Naranjo L., *Ensayo sobre la mediocridad*. San José, Costa Rica: UCR, 1992. Print.

De Tessian, Christina. "Women's True Tales of Life Abroad." First Seal Press edition (2002): 1-478.

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Gove, Cornelius. *Orientation handbook for youth exchange programs*. Ed. Yarmouth, MN:

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- Hofstede, Gert, et al. "Exploring Culture: Exercises, Stories and Synthetic Cultures." First published by Intercultural Press (2002): 1-526. Library of Congress Cataloging-in-Publication Data. PDF file.
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- Seelye, Ned. *Experiential activities for intercultural learning*. Yarmouth, MN: Intercultural P, 1996. Print.
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- . *Figuring foreigners out: A practical guide*, Yarmouth, MN: Intercultural Press, 1990. Print.
- . *The art of crossing cultures*. Yarmouth, MN: Intercultural Press, 1990. Print.

## VII. Timetable\*

### MARCH

13: Introduction  
 16: Basic definitions  
 20: Stereotypes and ethnocentrism  
 23: Microcultures and Countercultures  
 27: Microcultures and Countercultures  
 30: Hall

### APRIL

3: Hall *Virtual Class*  
 6: Hofstede  
 10: HOLY WEEK  
 13: HOLY WEEK  
 17: Hofstede  
 20: Hofstede / Hall theory application  
 24: Culture Shock UNIVERSITY WEEK  
       **Virtual Class**  
 27: Culture Shock UNIVERSITY WEEK

### MAY

1: Culture Shock *Virtual Class*  
 4: Culture Shock  
 8: Nationalism and Nation as Myth  
 11: Nationalism and Nation as Myth  
 15: Nationalism and Nation as Myth *Virtual Class*

18: Nationalism and Nation as Myth  
 22: Theory review (Quiz #1)  
 25: **EXAM I**  
 29: **EXAM I**

### JUNE

1: Gender and Culture  
 5: Gender and Culture *Virtual Class*  
 8: Gender, Class, Race and Disability  
 12: Gender, Class, Race and Disability  
       **Virtual Class**  
 15: Gender, Class, Race and Disability  
 19: GLBTIQ Issues *Virtual Class*  
 22: GLBTIQ Issues  
 26: GLBTIQ Issues + Quiz # 2  
 29: Final Presentations *Limon Blues*

### JULY

3: **EXAM II**  
 6: **EXAM II**

**Ampliación and Proficiency Exam:**  
**FRIDAY JULY 14<sup>TH</sup> 10:00 A.M.**

\* **Subject to changes as deemed appropriate by the professor**