

UNIVERSIDAD DE COSTA RICA  
ESCUELA DE LENGUAS MODERNAS  
BACHILLERATO EN INGLES  
SECCIÓN II a IV

Proposed Course Outline

<b>LM-1481 Intercultural Communication</b>	<b>Pre-requisite:</b> LM-1471
<b>Credits:</b> 3	<b>Type:</b> Course of study for the B.A. degree in English
<b>Hours:</b> 9 (Class Work: 4, Out-of-Class Work: 5)	<b>Course delivery mode:</b> 100% in person
<b>Level:</b> 4th year	<b>Period:</b> 8th semester

**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 few foreign students may 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. This course will be taught 100% in person and will utilize *Mediación Virtual* (METICS) as a supplement for content, evaluations, and academic material in general.

**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 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, 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

- 1. Culture
- 2. Types of cultures
  - a. Hall's cultural theories
  - b. Hofstede's cultural theories
- 3. Cultural Awareness
- 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. Worldview and values
  - a. World view
  - b. Fatalism
- 6. National Identity
  - a. Costa Rica
  - b. Latin vs. North America
  - c. Other cultures
- 7. Ethnocentrism and stereotypes
- 8. Cultural Domination and resistance
- 9. Gender and Culture
  - a. Feminism and culture
  - b. Culture and violence towards women
  - c. Gay, lesbian, bisexual, transgender / transsexual and queer identities
- 10. Culture and Conflict
  - a. Ethnic conflict
  - b. Corruption and culture
- 11. Pronunciation (MAEP. Manual of American English Pronunciation)
  - a. Lesson 7. More about Intonation
  - b. Lesson 13-14. Consonant Substitutions
  - c. Lesson 15. Consonant Clusters
- 12. 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 are essential for successful completion of course objectives. Any class work is subject to evaluation.

Class sessions will be carried out face-to-face. Any remote synchronous or asynchronous work will be notified in advance. Supplementary content, activities, and practice for each session will be available on *Mediacion Virtual* or any other online platform announced by the professor. The course emphasizes collaborative learning and working in cross-cultural teams. Full classes or parts of the classes may be recorded.

#### V. Evaluation

Evaluation is continuous and daily participation is fundamental. Students are responsible for all information given and material covered in class or assigned. Some assignments and in-class evaluation will not be announced in advance. The final grade for the course will be determined on the following basis:

Evaluations	Percentage
Homework, assignments, quizzes, presentations, and in-class evaluation **	20%
Group discussion: intercultural experiences	15%
Critical incident discussion	15%
Tribunal Exam I	25%
Tribunal Exam II	25%
<b>Total</b>	<b>100%</b>

All evaluations will be audio recorded.

\*\*Quizzes may be announced or unannounced at the instructor's discretion. Topics will include anything previously covered in class and/or assigned by the professor as homework.

#### VI. Notes on Evaluation:

##### A. Language Issues

The instructor will evaluate the students in terms of language use and content according to the provided rubric. Students must pay attention to pronunciation, structure, vocabulary, and fluency aspects studied throughout the course of their B.A. program. **Written assignments that are poor in any of these areas will not**

**be accepted or will be strongly penalized.** Phonetic transcriptions will be evaluated in all assignments, including oral ones; for example, a list of key words and their transcriptions may be requested before oral presentations.

\*Please be advised students will complete an evaluated in-class exercise about the MAEP.

**B. Tribunal Exams I y II (Oral)\***

This exam consists of theory questions or applied presentations from the material studied. All oral exams will be recorded.

\*Students' performance in exams will be graded by the professor of the group where the student is registered and another faculty member from those teaching the course that semester. The other professor, as well as the time and place of the exams, will be announced at least one week in advance.

**C. No late assignments will be accepted. No student will be exempted from any assignment.**

**D. Excused absences** will be dealt with according to the following guidelines:

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.

**E. 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.

**F. All registered students are subject to current learning evaluation rules and regulations of *Universidad de Costa Rica*.**

## VII. Bibliography

- Bradley, M. (2019). *Teaching intercultural communication through critical pedagogy in EFL classrooms in Costa Rica* [Unpublished master's thesis]. Universidad Latinoamericana de Ciencia y Tecnología (ULACIT).
- Johnson, A. G. (2014). *The gender knot: Unraveling our patriarchal legacy* (3<sup>rd</sup> ed.). Temple University Press.
- Jones, S. R. (1996). Toward inclusive theory: Disability as social construction. *NASPA Journal*, 33(4), 347-354.
- Liu, S., Volcic, Z., & Gallois, C. (2014). *Introducing intercultural communication: Global cultures and contexts*. SAGE Publications.
- López Get, A. (2018). The birth of subcultures and countercultures: On the ideal of nation and the struggle between the alienated and the hegemony. *Revista de Lenguas Modernas*, (28), 427-441. <https://doi.org/10.15517/rfm.v0i28.34848>
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, (July/August), 10-12.
- Pharr, S. (2002). *Homophobia: A weapon of sexism* (Expanded ed.). Chardon Press.
- Prator, C. H. Jr., & Robinett, B. W. (1985). *Manual of American English pronunciation* (4<sup>th</sup> ed.). Holt, Rinehart and Winston, Inc.
- Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2009). *Communication between cultures*. Cengage Learning.
- Settles, I., & Buchanan, N. (2014). Multiple groups, multiple identities, and intersectionality. In V. Benet-Martínez & Y. Hong (Eds.), *The Oxford handbook of multicultural identity* (pp. 160-180). Oxford Academic. <https://doi.org/10.1093/oxfordhb/9780199796694.013.017>
- Tatum, B. D. (1997). *"Why are all the black kids still sitting together in the cafeteria?" and other conversations about race*. Perseus Books, LLC.
- Ting-Toomey, S., & Chung, L. (2012). *Understanding intercultural communication*. Oxford University Press.

## VIII. Important Information

- A. **Attendance:** Although attendance (i.e., being present for all class sessions) is not compulsory, it is highly desirable, and the instructor will keep attendance records. Attendance, participation, and active engagement with peers and in discussions are essential to success in this class. Any student who is absent, even for a legitimate reason, is responsible for the material covered and assignments given during the class that is missed.

- B. **Assignments:** All assignments should be completed and turned in on time. Late submissions will not be accepted or graded. Assignments will be submitted in class or via *Mediación Virtual* at the instructor's discretion.
- C. **Students' Responsibility:** It is the students' responsibility to regularly check *Mediación Virtual*, including the calendar section, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students are also responsible for coming to class meetings having read the assigned readings, reflected on questions or issues raised in the readings, and completed the assignments due for that session.
- D. **Respect and Etiquette:** Course participants are expected to demonstrate open-mindedness, acceptance, and respect for their peers, professor, guests, and themselves, and when participating and interacting in class exchanges, to observe proper etiquette.

### Tentative Course Syllabus: PART 1 (Countries and Cultural Characteristics)

Week 1 (Aug. 12 - 16)	Course Introduction and diagnostic/review activities Culture
Week 2 (Aug. 19 - 22)	Types of cultures
Week 3 (Aug. 26 – 30)	Cultural Indexes: Hall and Hofstede
Week 5 (Sept. 02 - 06)	Cultural Awareness
Week 5 (Sept. 09 - 13)	Group discussion: intercultural experiences (15%)
Week 6 (Sept. 16 - 20)	Cultural Adaptation
Week 7 (Sept. 23 - 27)	Worldview and values Exam Preparation
Week 8 (Sept. 30 – Oct. 03)	Partial Exam I

### Tentative Course Syllabus: PART II (Culture and Identity)

Week 9 (Oct. 07 - 11)	National identity Ethnocentrism, stereotypes
Week 10 (Oct. 14 - 18)	Cultural domination and resistance
Week 11 (Oct. 21 - 25)	Gender and culture
Week 12 (Oct. 28 – Nov. 04)	Gender and culture
Week 13 (Nov. 04 - 08)	Culture and conflict Evaluated Pronunciation activity
Week 14 (Nov. 11 - 15)	Critical incident discussion (15%)
Week 15 (Nov. 18 - 22)	Exam preparation
Week 16 (Nov. 25 - 29)	Partial Exam II

#### OTHER IMPORTANT DATES

**Final Grades Due:** Monday, December 2<sup>nd</sup>, 2024

**Ampliación Exam:** Wednesday, December 11<sup>th</sup>, 2024, 8 am to 12 pm

**Note:** This schedule is tentative; therefore, it is subject to change, as the teacher deems necessary according to the number of students, the progress of the group and any other factor that may affect the proper development of the lessons. The dates for midterm, final, and *ampliación* exams are assigned by the Faculty and cannot be changed.