Course description form (syllabus form) – for 1st and 2nd cycle studies

**A. General data**

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| **Name of the field** | | **Content** |
| Course title | | Intercultural Communicatuion |
| Organizational unit: | | Faculty of Management |
| Organizational unit where the course is offered: | | Faculty of Management |
| Course ID | | 2600-IBP-IC |
| Erasmus code / ISCED | |  |
| Course groups | | International Business Program |
| Period when the course is offered | | Winter/Summer Semester |
| Short description | | The course is an introduction to the fundamental concepts, theories, and topics connected to communication amongt cultures. One of its main aims is to help students to have a better understanding of their own cultural identities and how the values, beliefs, traditions, and ethnicities that they hold and represent influence the ways in which they communicate. |
| Type of course: | | Conversatory |
| Full description | | 1. Introduction to intercultural communication  a. Introduction to the course, assessment methods and grading system  a. What is intercultural communication?  b. Values, beliefs, and behaviors  2. Intercultural communication  a. Assumption of similarities  b. Stereotypes and prejudices  c. Case studies  4. Language differences  a. Verbal and nonverbal communication  b. Cross-Cultural Communication Styles  5. The environmental context  a. Culture and the Natural Environment  b. Management Practices Across Cultures  c. Savoir-vivre  6. Intercultural communication in the context of celebration and traditions  a. Religious traditions  b. Birthday celebrations  c. Culture-specific traditions  7. Student presentations |
| Prerequisites | Formal | N/A |
| Initial | N/A |
| Learning outcomes | | Upon completion of the course, each Student should have had developed intercultural communication competence. That is, inter alia, the ability to:  - communicate in various and unfamiliar cultural settings;  - describe what culture means and what defines it;  - recognize the influence of culture on communication;  - identify reasons for behaviors based on cultural differences;  - list many different cultural traditions and their meaning;  - indicate and make use of differences in running business in different cultures. |
| ECTS credit allocation (and other scores) | | 4 |
| Assessment methods and assessment criteria | | Active class participation (50%)  Case studies (25%)  Final Presentation (25%) |
| Examination | | N/A |
| Type of class | | Conversatory |
| Method of implementation of the subject | | In class |
| Language | | English |
| Bibliography | | Baldwin, J. R., R. M. Coleman, A. Gonzalez, and S. Shenoy-Packer. Intercultural Communication for Everyday Life. Hoboken, NJ: Wiley-Blackwell, 2014.  Deardorff, D. K. The SAGE Handbook of Intercultural Competence. Thousand Oaks, CA: Sage, 2009.  Jackson, J. The Routledge Handbook of Language and Intercultural Communication. New York, NY: Routledge, 2012.  Lustig, M. W., and J. Koester. Intercultural Competence: Interpersonal Communication across Cultures. 7th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2012.  Nisbett, R. E. The Geography of Thought: How Asians and Westerners Think Differently... and Why. New York, NY: Free Press, 2003.  Samovar, L. A., R. E. Porter, E. R. McDaniel, and C. S. Roy. Communication Between Cultures. 8th ed. Belmont, CA: Wadsworth, 2012. |
| Internship as part of the course | | N/A |
| Coordinators | | **Michał Mijal** |
| Group instructors | | **Michał Mijal** |
| Notes | |  |

**B. Detailed data**

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| **Name of the field** | **Content** |
| Group instructors: | **Michał Mijal** |
| Title | **Intercultural Communication** |
| Type of class: | Conversatory |
| Learning outcomes defined for didactic method used during the course | Upon completion of the course, each Student should have had developed intercultural communication competence. That is, inter alia, the ability to:  - communicate in various and unfamiliar cultural settings;  - describe what culture means and what defines it;  - recognize the influence of culture on communication;  - identify reasons for behaviors based on cultural differences;  - list many different cultural traditions and their meaning;  - indicate and make use of differences in running business in different cultures. |
| Assessment methods and assessment criteria for didactic method used during the course | Active class participation (50%)  Case studies (25%)  Final Presentation (25%) |
| Examination for didactic method used during the course | N/A |
| Range of content |  |
| Didactic methods | Case studies, discussions, teamwork, games. |
| Bibliography | Baldwin, J. R., R. M. Coleman, A. Gonzalez, and S. Shenoy-Packer. Intercultural Communication for Everyday Life. Hoboken, NJ: Wiley-Blackwell, 2014.  Deardorff, D. K. The SAGE Handbook of Intercultural Competence. Thousand Oaks, CA: Sage, 2009.  Jackson, J. The Routledge Handbook of Language and Intercultural Communication. New York, NY: Routledge, 2012.  Lustig, M. W., and J. Koester. Intercultural Competence: Interpersonal Communication across Cultures. 7th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2012.  Nisbett, R. E. The Geography of Thought: How Asians and Westerners Think Differently... and Why. New York, NY: Free Press, 2003.  Samovar, L. A., R. E. Porter, E. R. McDaniel, and C. S. Roy. Communication Between Cultures. 8th ed. Belmont, CA: Wadsworth, 2012. |
| Group limit |  |
| Time span |  |
| Location |  |