CIEE Madrid, Spain

Course title: Intercultural Communication and Leadership
Course code: (GI) COMM 3301 CIEE
Programs offering course: Open Campus Block
Open Campus Track: Communications, Journalism, and New Media
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall Block I 2020

Course Description

In this class, students will develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in Madrid, Spain as well as in other intercultural contexts. Students will explore various topics in intercultural communication in the context of the study abroad experience and will practice intercultural learning processes to apply when working across difference in a wide variety of contexts. Students will increase their own cultural self-awareness, relate culture-specific knowledge to intercultural communication theories and research methods, strengthen their ability to recognize and bridge cultural gaps, and develop intercultural leadership skills to help them become more effective in an interdependent world. Students will be assessed via assignments and activities that include: reflective writing, collaborative discussions, individual or group presentations, analysis of readings, and in-person participation.

Learning Objectives

By completing this course, students will:

- Increase their own self-awareness, particularly their cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories and their relevance to their own experience in the host culture(s).
- Increase their ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps them translate their culture-specific and culture-general knowledge into moment-to-moment competence.

Course Prerequisites

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

Methods of Instruction

Learning will involve exercises, active reflection, discussion, readings, and, lectures,

Assessment and Final Grade

1. Quizzes on the readings 20%
2. Critical Analysis Papers/Reflective journals (3) 20%
3. Homework 20%
4. Final Digital Storytelling Project 25%
5. Class Participation 15%
   TOTAL 100%

Course Requirements

Quizzes on readings:

Students will be required to prepare for each session with a series of selected readings which will complement the lectures. For every reading, students will take a quiz that will assure they have understood the discussed topic and have acquired the concepts related to intercultural communication.

Time on task: 45 hours

Critical Analysis Papers (3)

Students will be required to complete three Critical Analysis Papers. These short analytical writings provide students with the opportunity to reflect upon the class material and to critically analyze and apply materials from class and the readings to their own experiences. Critical Analysis Papers should be 650-750 words each, 1.5 spaced, with 12pt Times New Roman font. Students must cite at least 3 academic sources that contextualize some aspect of intercultural communication in the context of their host country for each paper. Additional details for each topic can be found on the Canvas assignment page. Due dates for each paper are listed in the schedule.

Topics for Each Critical Analysis Paper:

1. Self-Awareness
2. Culture in context
3. Intercultural Growth

Time on task: 15 hours

Homework

Homework will include exercises and activities that will reinforce the learning process of new concepts and ideas. Students are responsible for completing all assignments and asking for clarification when needed.

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. The student’s final grade will not be based on the results of the IDI, but they must complete it twice in order to pass the course. The instructor will provide students with the login in information. The results allow CIEE to analyze the effectiveness of the ICL curriculum and measure the overall intercultural learning of our students. If you are interested in receiving your scores, please let your instructor know so that you can schedule a 60-minute individual debrief with an IDI Qualified Administrator.

Time on task: 30 hours
Final Digital Storytelling Project

As a final capstone for this course, students will create their own Digital Story. Digital Storytelling involves short (three- to five-minute) first-person stories embedded with images, videos, and any other visual means. Students will choose one of the four key learning areas of the course (self awareness, cultural literacy, cultural bridging, and personal leadership) and apply this specific theme to their own narrative of their own experience with cultural differences. Combining images and audio, students will create a using iMovie (Apple), Apple Clips, Microsoft Photos, Shotcut (all free to download), or another video editing app. As part of the project, students will submit their final script during Week 4. Additional instructions will be available on Canvas.

Time on task: 30 hours

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

**Regarding late submissions of coursework/assignments**

As per the CIEE Participant Contract, late submissions of coursework / assignments during the course of the term of study are not accepted. Truly exceptional circumstances causing a student to request special consideration to submit an assignment late must be approved by the Center Director / Academic Director—individual professors do not have the authority to grant exceptions.
The weekly schedule below outlines due dates for asynchronous learning activities for this course.

*N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.*

Weekly Schedule
Week 1
Class:  1.1 Culture & Ethnographic Fieldwork

*Introduction: defining culture, Brave Spaces, and foundations of ethnographic fieldwork.*

Students will be introduced to some of the types of activities and discussions in which they will be asked to engage, review the syllabus, and establish a set of class expectations and rules that will help create the type of atmosphere needed to facilitate their learning. Through a series of online discussions, the class will approach to the concept of culture and the elements that define it. Also, an approach to understanding the importance of intercultural communication and the non-tangible elements at play in cultural interactions will serve as an introduction to the course framework

Reading:


Time on task:  4 hours
Perception and Suspending Judgment

The class will start with a lecturette that draws on the Bennett reading that further explains the focus and goals of the course, and discusses the topic of perception. Following this, we will introduce a method for suspending judgment so students become more aware of how they are perceiving other cultures and how they might do so in a more interculturally competent way.

Due: Complete Intercultural Development Inventory Pre-Assessment

Readings:


Time on task: 6 hours

Week 2

Class: Who am I in the context of this experience?

2.1 How do I learn? Discussion of Digital Stories

In this class, students will learn about the experiential learning cycle and how this help to understand the way we learn and how to adapt our preferred learning style to different learning scenarios. Lastly, students will examine concepts and the impact of Digital Storytelling while exploring the appropriate digital tools to use in preparation for the final project.
Identity in Context

This class enables students to think critically about their own identities and how certain aspects of their identity configuration may influence and/or be influenced by their experience with other cultures. Through a series of exercises and activities, the class will explore the associations of their different identities with their culture. This session will also explore the visibility of identities and the way other people perceive them. A discussion on the “intensity factors” identified in the Paige reading will conclude the session.


Time on task: 7 hours
and raised in the United States or have only been a resident there for a short time, students can benefit from reflecting on prominent values in the U.S. and considering how residents of the host culture might view the U.S. and/or U.S. Americans.

Students will also be introduced to cultural dimensions, a framework commonly used to conceptualize the differences and similarities between cultures. These ideologies are used to compare how people in various cultures tend to approach particular concepts (such as time and power distance). We adopt a critical approach to dimensionalizing cultures as these patterns are not meant to categorize or label individuals but as a way to understand and organize cultural patterns/tendencies and relative relations. We will emphasize that cultural patterns can help students identify some areas to investigate when learning about an unfamiliar place, never to serve as the basis of assumptions about individual people.


Class 3.2 Critical Intercultural Communication

Culture Specific: Understanding the host country
Today's class is dedicated to analyzing and discussing culture-specific material about a different national identity, specifically that of Spain, with regard to the cultural value patterns discussed in the previous class. Through the proposed discussions and exercises, students will learn how to explore a unknown culture applying the frameworks they have learned to better understand the local culture.

Reading:


Time on task: 8 hours

Class: 3.3

Culture & Communication

Today's class is explores the intersection of communication and culture. This session examines certain communication patterns used in different cultures and the relationship between language and culture. Through related exercises and discussions on the assigned readings, students will identify and apply different communication styles.


Time on task: 8 hours

Week 4

Class: 4.1 Intercultural Leadership in the Age of Globalization

Stereotypes, Power, and Privilege

Through a lecturette and discussion related to stereotypes and cultural generalizations, as well as watching "The Danger of a Single Story," this class examines the perpetuation and reinforcement of stereotypes, prejudice, and discrimination.

Due: Critical Analysis Paper #2

Reading:


Time on task: 8 hours

Class: 4.2

Conceptualizing Intercultural Competence

We’ve focused on developing frameworks to better understand cultural difference and similarity. The rest of the course will connect this knowledge as means developing an intercultural leadership practice.
That is, students will integrate what they’ve learned about self-awareness and cultural literacy into how to behave in interculturally competent ways.

Readings:

Time to task: 7 hours

Class: 4.3

Introduction to Personal Leadership

This class introduces students to the concept of Personal Leadership as a strategy for practicing intercultural competence. The two main principles of the PL practice will be discussed to see how students can relate them to their own experiences.

Reading:

Time to task: 8 hours

Week 5
Class: 5.1 Intercultural Leadership in the Age of Globalization Continued
Today's class will continue exploring leadership-focused strategies for practicing intercultural competence. Specifically, we explore the Critical Moment Dialogue framework as it relates to the host culture.

Due: Critical Analysis Paper #3

Reading:


Time on task: 8 hours

Class: 5.2. Bridging: Intercultural Communication in practice,

In this class, students will approach to some practices to apply the content reviewed during the course in real life situations. As a fundamental part of intercultural communication, bridging techniques will prove the newly acquired intercultural skills of practitioners.

Reading:


Due: Draft of script for final project

Time on task: 7 hrs
Class: 5.3.

Culture Shock and Intercultural Adjustment

Students will discuss key concepts around culture shock and theories of intercultural adjustment. Through several testimonials, students will learn first hand experiences of US American abroad and their challenges when experiencing a reverse culture shock back in the US.


Time on task: 6 hours

Week 6
6.1 Intercultural Communication in the workplace

Through a series of case studies and real-world experiences, students will approach to different common situations where they will be challenged by the difficulties to deal with cultural differences. The application of this course concepts and practices will demonstrate the acquisition of the skills needed to understand other cultures in an effective way.

Due: Critical Analysis Paper #3


Time on task: 7 hours

Class: 6.2 How can we articulate and use what we’ve learned?

As a final session, this class will focus on bringing together all of the goal areas and practicing intercultural competence. In today’s class, students reflect on their experience during this block, what they have learned, and how they can effectively articulate that to others, whether it be friends and family, a future employer, or a potential graduate school program. Through some practical exercises geared towards personal reflection, students will engage in a discussion focus on intercultural skills needed for the workplace and the importance of students being able to articulate how intercultural experiences may help them gain such skills.

Due: Digital Stories, Complete the Intercultural Development Inventory post assessment online
Time on task: 12 hours

Course Materials
Readings


