**COURSE UNIT(CU)**

**INTERCULTURAL COMMUNICATION (IG 520)**

****

**Lecturer:**

**Prof. Dr. Nenden Sri Lengkanawati**

**DEPARTEMENT OF ENGLISH EDUCATION**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND LITERATURE**

**UNIVERSITAS PENDIDIKAN INDONESIA**

**2016**

|  |  |  |
| --- | --- | --- |
| Description: upi_pAHE.jpg | **COURSE UNIT** | Doc No : -( Faculty)-UPI-(Study Pogram Code No)-(Course no in Curriculum Stucture) |
| Revision : 00 |
| **Teaching and learning Strategies** | Date : …………. |
| Page 1 of .... |
| Prepared by:  Prof. Dr. Nenden Sri Lengkanawati  NIP195124111985032001 | Validated by: | Approved by:  PupungPurnawarman, M.S.Ed.,Ph.D  NIP.196810231998031001 |
| Lecturer | Methodology Team | Head of Study Program |

**SEMESTER COURSE PLAN**

|  |  |
| --- | --- |
| **Course Identity** | |
|  | |
| Study Program | English Education Department |
| Level | : S1 (Bachelor Degree Program) |
| Course | : Intercultural Communication |
| Code | : IG 520 |
| Course Group | : Compulsory |
| Credit Hour | : 2 (Chs) |
| Semester | : 7 (One) |
| Pre-requisite | : - |
| Lecturer(s) | : Prof Dr. Nenden Sri Lengkanawati |
| Code of Lecturer | : 0699 |
|  |  |

**Course Description**

This course is designed to make EFL students aware of the importance of understanding intercultural communication in the teaching and learning a language. Therefore, the course will cover the basic concept of culture related to the teaching and learning a language, the TL cultural encounters, some similarities and differences between the TL culture and the students’ native language culture. By mastering such knowledge mentioned earlier, the students are expected to be able to use the language socio-culturally appropriate, to avoid misunderstanding and misbehaving in using or in comprehending the TL, and to make them capable of integrating some important cultural aspects in using as well as teaching the TL or in continuing their study in the TL countries. Finally, this course is expected to help students appreciate some of the ways that understanding the cultural context of communication is vital to decoding messages.

|  |
| --- |
|  |

**Program Learning Outcome**

|  |
| --- |
| 1. Able to apply the knowledge of English language systems (ELO#1) 2. Able to develop English teaching programs according to assigned contexts (ELO#2) 3. Able to evaluate and reflect on own and others’ teaching performance (ELO#3) 4. Able to work as a team member of an interdisciplinary and multi-cultural issues (ELO#4) 5. Able to use appropriate analytical tools to identify learning problems, and scaffold students’ learning (ELO#5) 6. Able to identify, formulate, and solve English teaching problems (ELO#6) 7. Able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7) 8. Able to perform professional responsibilities and ethics (ELO#8) 9. Able to recognize the needs, motivate and sustain engagement in lifelong learning (ELO#9) |
| **Course Learning Outcomes**  Upon the completion of the course, students are expected to:   1. understand the basic concept of culture related to the teaching and learning EFL 2. be aware of cultural diversity within the English speaking countries 3. be familiar with some differences and similarities between the TL culture and their native language culture 4. understand the concepts of cultural conflict and adjustment 5. be familiar with some specific patterns of communication 6. use the TL appropriately |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sessions | Indicators of Course Learning Outcomes | Corse Materials | Learning Activities | Time | Assessment and Assignment | Resources&Media |
| **1** | **Syllabus overview** | Students can explain basic concepts in intercultural communication | Introduce course outline  Discuss basic concepts in ICC | 2X50’ | Self-reflection | * The syllabus |
| **2** | **General description of the course**  The concept of culture  What is intercultural communication  Cross-cultural terms and principles  The importance of CCU in the teaching & learning EFL | Students can explain the concept of culture, cross-cultural education, the importance of CCU in the teaching & learning EFL | Students present and discuss concepts and examples of cultures, the importance of CCU in the teaching & learning EFL |  | Classroom participation | * Experience and some personal notes * Wintergerst, A.C. & McVeigh, J. 2011. |
| **3** | **Cross-cultural contact with English speaking people**  Defining multicultural community, a multicultural country (melting pot or mosaic?), stereotypes and generalization, mainstream American values, individualism and privacy, equality and egalitarianism. | Students can explain and give examples of multicultural country (melting pot or mosaic?) | Students perform cultural simulation and discuss the concepts of multicultural country |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 1 (1993:3-16) * Scollon and Scollon Chapter 7 (1995: 154) |
| **4-5** | **Cross-cultural conflict and adjustment**  How to cope with cross-cultural conflict and to make an adjustment with the target language culture.  The adjustment process in the new culture. | Students can identify and justify ways to cope with cross-cultural conflict and to make adjustment with the target language culture | Students perform  cultural simulation and discuss the concepts of cross-cultural conflict and adjustment with the target language culture |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 2 (1993:35-46) * Wintergerst, A.C. & McVeigh, J. 2011. |
| **6** | **Verbal Communication**  The way people speak—directness and indirectness,  cross-cultural implication, conversation structures, conversation styles, ethnocentric judgments. | Students can identify and compare the ways people of different cultures speak | Students perform  cultural simulation and discuss the concepts of verbal communication |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 3 (1993:63-74) * Wintergerst, A.C. & McVeigh, J. 2011. |
| **7-8** | **Non Verbal Communication**  The way the target language people speak without words—cultural differences in non-verbal communication, Gestures and body positioning, facial expressiveness, eye-contact, conversational distance. | Students can identify and compare the ways people of different cultures speak without words | Students perform  cultural simulation and discuss the concepts of non-verbal communication |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 4 (1993:99-110) * Scollon and Scollon (1995: 142-148) * Wintergerst, A.C. & McVeigh, J. 2011. |
| **9** | **Mini Research-based Paper explanation** | Students understand the expectation of the assignment | Explanation from the lecturers |  | Questions and answers | * Handout |
| **10** | **Relationship and Acquaintances**  How the target language culture make human relationship. The concepts of friends and acquaintances, friendliness vs. friendship, the ‘single scene,’ mobility and friendship, cross-cultural friendships, benefit of cross-cultural contact. | Students can identify and compare the ways people of different cultures make human relationships | Students perform  cultural simulation and discuss the concepts of relationships |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 5 (1993:133-167) |
| **11** | **Family Types and Traditions**  Child raising, Young adulthood, and the elderly  Types of family Varieties of families in the US | Students can identify and compare family types and traditions of different cultures | Students perform cultural simulation and discuss the concepts of family types and traditions |  | Classroom participation and group simulation | Lavine and Adelman Chapter 6 (1993:169-204) |
| **12-13** | **Education Values**  The teacher-student relationship; Trust, honesty, and the honor system; Expectation: Diversity in higher education; Active participation; Competition and grading; Student stress and coping with it; Problems for international and immigrant students in the United States. | Students can identify and compare the teacher-student relationship in different cultures | Students perform cultural simulation and discuss the concepts of teacher-student relationship |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 7 (1993:241-280) |
| **14** | **Work: Practices and Attitudes Practices:**  Practices—Cross-cultural implication on the job, steps to finding a job, Employee-employer relationship, on-the-job communication skills.  Attitudes—consideration in the work-world, The work ethic and materialism, Reactions to work. | Students can identify and compare different practices across cultures of cross-cultural implication on the job and attitudes in the workplace | Students perform cultural simulation and discuss the concepts of work practices and attitudes in the workplace |  | Classroom participation and group simulation | * Lavine and Adelman Chapter 8 (1993:133-203) |
| **15** | **Final Test** | - | - |  | - | - |
| **16** | **Table Manner** | Students can have an experience of doing cultural practice | Students do table manner in one of the hotels in Bandung |  | Individual practice doing table manner  Question and answers | * Table manner guideline |

..// Video/ AMYTAN – joylucklub dinner mp4

**References:**

Levine, D.R. & Adelman, M.B. 1993. *Beyond language.* Cross-cultural communication. Englewood Cliffs, New Jersey: Prentice Hall Inc.

Scollon, R. & Scollon, S.W. 1995. *Intercultural communication*. Cambridge: Blackwell.

Wintergerst, A.C. & McVeigh, J. 2011. *Tips for teaching culture: Practical approaches to intercultural communication*. White Plains, NY: Pearson.