

國立清華大學國際學士班教學大綱

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課程名稱	中文：跨文化溝通概論			必/選修	選
Course Name	英文：Introduction to Intercultural Communication			課程類別	系專門
開課單位	International Bachelor Degree Program	學分數	2	開課年級/學期(上、下)	
先修課程					
課程概述 (約120字)	Intercultural communication knowledge and skill are getting more important to everyone who lives in the global village. This class aims to let students understand how people's identity, value and communication behavior are influenced by their home cultures. Such differences usually lead to misunderstanding and conflict.				
核心能力	1) To understand human as a cultural being and enhance awareness about culture and communication. 2) To be able to explain and apply the basic concepts and theories of intercultural communication. 3) To experience cultural differences, analyze and evaluate the influence of cultures on the ways people communicate. 4) To heighten the awareness of cultural barriers and intercultural misunderstanding so that we can consciously face these problems and actively create an intercultural friendly environment.				
重大議題	Learn and practice intercultural communication skills to enhance mutual-understanding between two groups of people with different cultural backgrounds.				
課程內容：					
	Topic	Content			Reading
W 1	Intercultural Communication in our Daily Lives	Besides introducing course schedule, the first class will focus on setting students' intercultural communication mindsets by discussing examples that demonstrate people are frequently facing intercultural communication. Learning Objectives: ➤ Introduce the class and raise the sensitivity of intercultural communication in our daily life. ➤ Explain how experiential learning works in learning intercultural communication.			Baldwin, p.3-23
W 2	Culture, Identity, and Communication	The basic terms such as 'culture,' 'subcultures,' 'subgroups,' and 'microcultures' will be discussed here. Based on the knowledge above, students will learn the relationship among cultures, identities, values, and behaviors, and how these factors shape our worldviews.			Baldwin, p.70-90

		<p>Here, we would like to ask: How one's own culture could become a barrier when we communicate with individuals from other cultures?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Basic building blocks of culture ➤ Cultural values ➤ Identify attempts to combine relation and nation-state identity. 	
W 3	Language as a Barrier	<p>Language is a tool we use consciously and frequently to communicate. However, how people use the words or sentences to greet or describe a thing is different cultures. For example, Japanese has 48 kinds of adjectives to describe blue color. This example not only teaches us we need to learn 48 adjectives, more important, we should realize that Japanese are detail-oriented. Thus, this example will clearly demonstrate how language reflects culture.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Systems of language and culture ➤ Discursive elements of cultures ➤ Theories of conversation and culture 	Baldwin, p.137-158
W 4	Nonverbal Communication	<p>If language is considered as a frequently and consciously used tool for communication, nonverbal language could be viewed as a tool we use unconsciously. Here, we will introduce the function of nonverbal communication and give examples of nonverbal misinterpretations.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ How should we act nonverbally when in another cultures? ➤ Nonverbal expectancy violations 	Baldwin, p.159-179
W 5	Communication Modes I-Asian	<p>In this week, we are going to explore Asian communication modes to challenge biases in Eurocentric (or Western) approaches to human communication and critique the omission of the role of culture in communicative activities.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Asian communication in comparison: Individualism vs collectivism ➤ Asiacentric paradigm 	<p>Chang, H.-C. (2017). Communication Modes, Asian. In Y. Y. Kim (Eds.), The International Encyclopedia of Intercultural Communication (pp.1-10). NJ: John Wiley & Sons, Inc.</p> <p>Assignment 2-1</p>
W 6	Communication Modes II-Western	<p>With ongoing globalization, it becomes difficult to know where so-called Western influence starts and stops. It is sometimes difficult to know if a culture or country should be considered Western if "Western-ness" is more a question of degree than a dichotomy, or in fact, if it is even more nuanced than that.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Face-to-face modes of Western communication ➤ Mediated modes of Western communication 	<p>Baldwin, J. R. (2017). Communication Modes, Western. In Y. Y. Kim (Eds.), The International Encyclopedia of Intercultural Communication</p>

			(pp.1-9). NI: John Wiley & Sons, Inc. Assignment 2-2
W 7	Mid-term Group Oral Presentation	Student group will present their research questions and explain how they design their fieldwork for seeking answers.	Report submitted
W 8	Mid-term Group Oral Presentation		Report submitted
W 9	Barriers to Intercultural & Communication Intercultural Conflict	Conflict happens all the time, especially in intercultural communication. We are going to distinguish stereotypes, prejudice, and racism and discuss how each could become a barrier to intercultural communication. Student in this class also has a chance to reflect if they use stereotype to judge others or has been judged by others' stereotypes. Learning Objectives: <ul style="list-style-type: none"> ➤ List the barriers to effective and appropriate intercultural communication ➤ Explain how assuming similarity instead of difference acts as a barrier in intercultural communication ➤ Relational and organizational conflict 	Baldwin, p.269-289 Assignment 3
W 10	Rhetoric and culture	Communication and persuasion will be addressed in an intercultural context. When mentioning persuasion, rhetoric is an important field to introduce. The best way to persuade other is to "put oneself in the other's shoes." It means we need to be intercultural by sensitivity. How to get your audiences' "identification" according to Burke's theory will be introduced and practiced in this class. Learning Objectives: <ul style="list-style-type: none"> ➤ How does culture inform persuasion? ➤ Intercultural rhetoric 	Baldwin, p.180-202 Aaker, J. L. & Maheswaran, D. (1997). The Effect of Cultural Orientation on Persuasion. Journal of Consumer Research, 24, 315-328. Assignment 4
W 11	Group Fieldwork	During this stage, TAs will assist students on fieldworks and make sure they do it in the experiential learning ways.	-
W 12	Group Fieldwork		-
W 13	Culture and Media I	What is the role that media plays in intercultural communication? Does media help us to know more about other cultures? Or does it just strengthens the stereotype? We are going to discuss ways in which media can distort our perception of other people. Learning Objectives: <ul style="list-style-type: none"> ➤ Effects and rituals: What role do media play in our lives? 	Baldwin, p.203-224

		➤ Media and cultural identities: Who are “we” now?	
W 1 4	Culture and Media II	Intercultural communication happens on the media not only when we are watching Hollywood movies, but also when we post messages and photos on Facebook. Internet influences humans’ lives dramatically. Comparing to traditional media, does Internet help us to shorten the gap between cultures? Look at your Facebook or Instagram messages and enjoy a discussion about intercultural communication on social media. Learning Objectives: ➤ Culture on the global media ➤ Power and globalization	Baldwin, p.227-248 Assignment 5
W 1 5	Migration, Acculturation and Intercultural Communication Training	In this global village, people travel, work or even immigrate cross cultures all the time. In this week, we will discuss the physical, psychological, and communication stresses immigrant frequently experienced in a new culture. Moreover, how to train ourselves become an efficient Global villager is going to be introduced, too. Learning Objectives: ➤ Cross-cultural adaptation ➤ Rethinking acculturation ➤ Reentry shock	Baldwin, p.249-268 Bennett, M. J. (2017). Intercultural Communication Training, Overview. In Y. Y. Kim (Eds.), The International Encyclopedia of Intercultural Communication (pp.1-11). NJ: John Wiley & Sons, Inc.
W 1 6	Future Challenge	In the last class, we will reflect and share our experiences to explain the situations and problems of intercultural communication we meet in our daily lives. We will discuss the cause of intolerance at individual, societal, and other levels, and the topic of “making a better world.” Learning Objectives: ➤ Intolerance-acceptance-appreciation: How can we make the world a more friendly place?	Baldwin, p.114-134
W 1 7	Final Group Presentation	Students will present their learning, explain how they apply intercultural communication knowledge in the fieldwork, and what they learn in this class.	Report submitted within 2 weeks after this semester ends.
W 1 8	Final Group Presentation		

Teaching Methods :

1. Theories and discussion (30)%
Introducing interpersonal communication theories and leading discussions to think about how culture values influence people’ s behaviors
2. Case study (30)%
Showing intercultural communication cases in business, diplomatic, interpersonal relationships, and discussing if it happens in different cultural contexts
3. Fieldwork/action research (40)%

Guiding students learning by practicing knowledge from fieldwork or doing action research

4. Others ()%

Evaluation :

Class Participation: 15%

Sharing opinions, examples or experiences during class to engage class discussion.

Assignment 1-5: 25%

Mid-term Group Oral Presentation: 15%

Each group has 15 minutes to present their fieldwork design.

Mid-term Group Report: 15%

Students need to submit their report on the same day their group present. Electronic submission.

- Format: A4 with normal edge, between 7000 to 10000 words, 14 font size, Arial or Times New Roman, 1.15 space.
- Paper Contents: Title page, Table of contents, Executive summary, Introduction, Goal, Fieldwork design, Reference, Appendices
- Final Group Oral Presentation: 15%
- Each group has 15 minutes to present what they experienced and learned in fieldwork.

Final Group Report: 15%

Students need to submit their report within 2 weeks after this semester ends. Electronic submission.

- Format: A4 with normal edge, between 12000 to 15000 words, 14 font size, Arial or Times New Roman, 1.15 space.
- Paper Contents: Title page, Table of contents, Executive summary, Introduction, Fieldwork, Discussion, Personal Reflection, Conclusion, Recommendation, Reference, Appendices

備註

Required material :

Baldwin, J. R., Coleman, R. R. M., González, A. & Shenoy-Packer, S. (2014). Intercultural Communication for Everyday Life. NY: Wiley-Blackwell.

References :

- Kim, Y. Y. (2017). The International Encyclopedia of Intercultural communication. NI: John Wiley & Sons, Inc.
- Chang, H.-C. (2017). Communication Modes, Asian. In Y. Y. Kim (Eds.), The International Encyclopedia of Intercultural Communication (pp.1-10). NI: John Wiley & Sons, Inc.
- Baldwin, J. R. (2017). Communication Modes, Western. In Y. Y. Kim (Eds.),

The International Encyclopedia of Intercultural Communication (pp. 1-9).
NI: John Wiley & Sons, Inc.

- Aaker, J. L. & Maheswaran, D. (1997). The Effect of Cultural Orientation on Persuasion. *Journal of Consumer Research*, 24, 315-328.
- Bennett, M. J. (2017). Intercultural Communication Training, Overview. In Y. Y. Kim (Eds.), *The International Encyclopedia of Intercultural Communication* (pp. 1-11). NI: John Wiley & Sons, Inc.