**Course Name:** LM-1481 Intercultural Communication  
**Credits:** 3

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Requisites: LM-1471- LM-1472</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule: Tuesday: 13:00-17:00</td>
<td>Co-requisites: None</td>
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<tr>
<td>Level: Fourth year</td>
<td>Type: <em>Plan de Estudios</em> B.A. in English and B.A. and <em>Profesorado</em> in English Teaching</td>
</tr>
</tbody>
</table>
| Professor: Jorge D. Segura  
pirotico-182@hotmail.com | Office Hours:  
Wednesday: 18:00-19:00/ 17:00-20:00  
Thursday: 08:00-12:00 |

**I. Course 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 number of foreign students 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 various studies on culture and its relation to language, communication, and current events. It is designed to promote language fluency through cultural awareness based on the premise that language is always used in context; therefore, the comprehension of cultural issues promotes effective and positive intercultural encounters.

**II. Objectives**

**General Objective**

By the end of the semester the students will be able to

- Increase their 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.

**Specific Objective**

By the end of the semester the students will be able to

- Understand fundamental issues in the study of culture and intercultural communication.
Recognize some of the values and behaviors that shape the identity of the Costa Rican population and of the other countries represented in the class.

Recognize how stereotypes, prejudice, ethnocentrism, and xenophobia affect intercultural communication.

Recognize and value the ethnic/cultural diversity of the countries represented in the classroom.

Increase students’ understanding of how culture influences communication and how it interacts with social and psychological factors to influence communication.

III. Contents
A. Culture
   1. Ethnocentrism and stereotypes
   2. Cultural Awareness
   3. Types of cultures
      a. Hall’s cultural theories
      b. Hosftede’s cultural theories
   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. World view and values
      a. World view
      b. Fatalism
   6. Cultural Domination and resistance
   7. National Identity
      a. Costa Rica
      b. Latin vs. North America
      c. Other cultures
   8. Gender and Culture
      a. Feminism and culture
      b. Culture and violence towards women
      c. Gay, lesbian, and Queer identities
   9. Culture and Conflict
      a. Ethnic conflict
      b. Culture and corruption
      a. Lesson 7. More about Intonation
      b. Lesson 13-14. Consonant Substitutions
      c. Lesson 15. Consonant Clusters
   11. 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

A student-centered methodology will be used in order to allow learners to explore and construct knowledge while refining their language skills. Activities will include student presentations, discussion groups, surveys, interviews, value clarification exercises, experimental exercises, reports, and creative projects. Assigned readings will introduce topics dealt with in class. Daily preparation and participation is essential for successful completion of course objectives. Any class work is subject to evaluation. Students will be expected to go beyond the classroom experience into the real world. Oral presentations and exams will be done in pairs/groups. Working in cross-cultural teams is emphasized

V. Evaluation

Evaluation is continuous and participation is observed daily. Students are responsible for all information given and material covered in class or assigned. The final grade for the course will be determined on the following basis:

- 2 Group Presentations: 20%
- 3 Book Assignments: 30%
- Cultural awareness activities: 10%
- Field trip: 10%
- Tribunal Exam I: 15%
- Tribunal Exam II: 15%

VI. Evaluation in detail

Language Issues

English majors will be evaluated in terms of language and content. All assignments and exams will be graded based on 50% content and 50% language. Therefore, students must pay attention to pronunciation, structure, vocabulary, and spelling aspects studied throughout the course of their program.

The course instructors will evaluate the assigned readings and/or their vocabulary by quizzes or other in-class activities. These short evaluations will be unannounced so regular class attendance is strongly advised.

Homework, assignments and in-class evaluation

Students are expected to prepare before each class in order to engage in active participation during the activities. Students must do homework and reading assignments in order to share points of view and enhance the learning experience of topics in class.

Book assignments

Students will have to read Limon Blues by Ana Cristina Rossi throughout the course. This book will be divided into three reading segments. Consequently, students must work on the following assignments:
Limon Blues assignment #1 (in pairs) 10%: Students will be assigned some chapters of the first part of the book. Provide a short summary in a creative fashion. Refer to the places that are mentioned in the novel and refer to their cultural background. Talk about similarities and differences between your city and the place you chose. You can also refer to the characters and their personalities.

Limon Blues assignment #2 (in pairs) 10%: Students will be assigned some chapters of the second part of the book. Provide a short summary in a creative fashion. Refer to the places that are mentioned in the novel and refer to their cultural background. Talk about similarities and differences between your city and the place you chose. You can also refer to the characters and their personalities.

Limon Blues assignment #3 (in groups) 10%: Use your imagination and creativity to prepare a role-play about the content of the novel. It is possible to record a short video.
Step 1
- Create and share with you classmates an alternative ending to the novel.
- Make up and share with you classmates a follow-up story to the novel.
- Make up a spin-off story based on the novel.

Step 2
- Reenact your favorite scene or a spin-off story, alternate ending and so on.

Field trip
Students will work in pairs for this project. Each pair will choose three types of cultures from the ones studied in class. Students have to study carefully the patterns and characteristics of the subgroups belonging to the types of cultures they chose in order to design an instrument for the information extraction. Each pair will have to interview 3 foreigners to get information that evinces the characteristics of the types of cultures they chose. There is no problem if each pair interviews the same foreigners since each group will focus on different types of cultures. The students will have to examine the information carefully to classify the foreigners into the subgroups of each type of culture. Each pair will prepare a speech to show their findings to their classmates and teacher.

Group Presentations
In groups of three people, students will be given a topic to study and do research in advance in order to prepare activities to be developed in class. These activities can include: speeches, role-plays, round tables, debates, colloquiums and so on. Do not forget that the main purpose of the group presentation is to enhance the learning experience in the class and help you classmates to understand important concepts of the topic.

Cultural Awareness activities
Students are required to prepare two cultural activities in this course. It is imperative to take into consideration that the main objective of these activities is to get to know a little bit other cultures’ customs and traditions. These are individual activities.
1-Traditional Games
Do research on traditional games that are played in other countries. Choose one game and learn as much as possible about its origin, places where it is played, average age of players and its rules. Then prepare a short speech about your findings to share in class. Bring the game to play with your classmates and teacher.

2-Different Customs
Do research on other countries’ customs. Choose one custom that could be considered very different (queer) in your culture. Learn as much as possible about it (origin, places where it is practiced…) and put into practice frequently in your community for a week. You must act naturally. You CANNOT reveal the reason why you are doing what you are doing. Write down people reactions and comments about your new custom. Then prepare a short speech about your experience.

Tribunal Exam 1 (Oral)*
This exam consists of theory questions from the units studied. Students will be given enough time to answer the questions and share their insights with the class. Students will also prepare role-plays in pairs about a situation that exemplifies how the theory and contents from the units can be perceived in real life situations. Role-play situations will be assigned randomly.

Tribunal Exam 2 (Oral)*
This evaluation consists of an oral presentation (cultural analysis of a movie) and theory questions (as in the first Tribunal Exam).

* Please note that all class activities (cultural awareness activities, oral reports, presentations, movies, videos, extra handouts, etc.) can be subject to evaluation in the oral exams.

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

✓ Excused absences will be dealt with according to the following guideline:

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.

✓ 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.

VII. Bibliography


### VIII. Timetable

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Contents</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 14th</td>
<td>Introduction&lt;br&gt;What is intercultural communication?&lt;br&gt;&lt;br&gt;Introduction</td>
<td>Cultural Awareness 1</td>
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<tr>
<td>2</td>
<td>August 21st</td>
<td>Perception, beliefs and values&lt;br&gt;Ethnocentrism and Stereotypes</td>
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<tr>
<td>3</td>
<td>August 28th</td>
<td>Types of cultures&lt;br&gt;Hall’s theories</td>
<td>Cultural Awareness 1</td>
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<tr>
<td>4</td>
<td>September 4th</td>
<td>Natural culture&lt;br&gt;Geert Hofstede&lt;br&gt;Proxemic Theory(class)</td>
<td>Group 1 P#1</td>
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<tr>
<td>5</td>
<td>September 11th</td>
<td>Culture Shock&lt;br&gt;Case studies (class)</td>
<td>Group 2 P#1</td>
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<td>6</td>
<td>September 18th</td>
<td>Stages of culture shock&lt;br&gt;Cultural Adaptation</td>
<td>Cultural Awareness 1</td>
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<td>Topic</td>
<td>Group</td>
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| 7. | September 25th | Values in different regions  
Latino values (class)                                                      | Group 3 P#1   |
| 8. | October 2\(^{nd}\) | Tribunal Exam 1                                                      | **Tribunal Exam #1** |
| 9. | October 9\(^{th}\) | World view  
Values associated with society  
Cultural Relativism (class)                                                 | Group 1 P#2   
Reading assignment #1 |
| 10| October 16th | Patriarchy  
Racism  
White and male privilege (class)                                        | Group 2 P #2 |
| 11| October 23rd | National Identity  
Cultural Domination and resistance  
Homophobia (class)                                                         | Group 3 P#2   |
| 12| October 30th | Gender and Culture                                                   | Cultural Awareness 2  
Field trip speech |
| 13| November 6th | Age, race, class and sex                                             | Reading assignment #2 |
| 14| November 13th | Culture and Conflict  
More about intonation                                                     |               |
| 15| November 20\(^{th}\) | Book assignment  
More about intonation                                                  |               |
| 16| November 27th | Intonation and focus                                                 | Reading assignment # 3 |
| 17| December 4\(^{th}\) | Tribunal Exam 2                                                      | Tribunal Exam 2 |
| 18| December 11\(^{th}\) | Retest                                                               | Retest        |

**IX. Rubrics**
University of Costa Rica                              Total Points: 30
School of Modern Languages                             Points Gotten: ________.
Bachillerato en Ingles                                  Percentage: 5%
Recinto de Golfito
Course: LM-1481 Intercultural Communication            Grade: ____________
Profesor: Lic. Jorge D. Segura                         Date: ______________
Cultural Awareness 1 Traditional Games                Student: _______________________________________________.  ID:__________________

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>Quality content. (Game’s background)</td>
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<tr>
<td>Implementation of the game.</td>
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<td>Pronunciation.</td>
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<tr>
<td>Grammar</td>
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<td>Creativity and enthusiasm.</td>
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<tr>
<td>Use of supporting material</td>
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Points Gotten: ________

Language Correction:

Other Observations and feedback:
University of Costa Rica
School of Modern Languages
Bachillerato en Ingles
Recinto de Golfito
Course: LM-1481 Intercultural Communication
Professor: Lic. Jorge D. Segura
Cultural Awareness 2 Different Customs

Points Gotten: ________.
Percentage: 5 %

Grade: ______________
Date: _______________

Student: ___________________________________________________. ID: _______________.

<table>
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<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>Quality content. (custom’s background information)</td>
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<tr>
<td>Presentation of findings. (reactions and people’s acceptance)</td>
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<tr>
<td>Personal experience, comments and recommendations.</td>
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<tr>
<td>Grammar</td>
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Points Gotten: ________

Language Correction:

Other Observations:
University of Costa Rica
Bachillerato en Inglés
Recinto de Golfito
Course: LM-1481 Intercultural Communication
Professor: Lic. Jorge D. Segura
Speech

Student: ____________________________ ID: ____________________

Criteria

Quality Content 15%

_____ Use of wide range of ideas. Confidence and topic dominance are easily perceived
_____ Good range of ideas. Confidence and topic dominance are perceived occasionally.
_____ Decent use of ideas. Sporadic appearances of hesitation and uncertainty.
_____ Inadequate use of ideas. The student shows improvisation and no previous preparation.

Percentage gotten: ____________.

Grammar 25%

_____ Impeccable use of grammar rules. No mistakes
_____ Good use of grammar rules. 1-4 mistakes
_____ Appropriate use of grammar rules. 5-8 mistakes
_____ Limited use of grammar rules. 9-12 mistakes
_____ Inadequate use of grammar rules. 13+ mistakes

Percentage gotten: ____________.

Pronunciation 25%

_____ Outstanding pronunciation of sounds overall.
_____ Very good pronunciation of sounds with some deviations.
_____ Acceptable pronunciation of sounds with frequent deviations.
_____ Limited pronunciation of sounds with recurrent deviations interfering with communication.
_____ Very poor and unsatisfactory pronunciation.

Percentage gotten: ____________.

Fluency 5%

_____ Continuous speech without unnecessary pauses.
_____ Natural speaking with the rarely inclusion unnatural pauses.
_____ Speech is sometimes cut by stuttering and pauses.
_____ Frequent stuttering and long pauses with unfinished ideas
_____ Very poor and unsatisfactory speech delivery.

Percentage gotten: ____________.
Vocabulary in use 15 %

_____ Wide range of words to express ideas in speech.
_____ Good range of words to express ideas in speech.
_____ Adequate range of words to express ideas in speech.
_____ Limited range of words to express ideas in speech.
_____ Unsatisfactory and very poor range of words

Percentage gotten: ___________.

Time Administration 10%

_____ +15-10 minutes.
_____ 10-5 minutes.
_____ -5 minutes.

Percentage gotten: ___________.

Visual aids and support material 5%

_____ Appropriate inclusion of audiovisual resources to enrich the speech delivery.
_____ Poor inclusion of audiovisual resources that occasionally enrich the speech delivery.
_____ No inclusion of support material.

Percentage gotten: ___________.

TOTAL PERCENTATE GOTTEN:___________

Language Notes

Grammar                                     Pronunciation

Observations and feedback:
Criteria

Quality Content 15%

_____ Excellent use of ideas. Great confidence and topic dominance are perceived easily.
_____ Use of wide range of ideas. Confidence and topic dominance are perceived occasionally.
_____ Good range of ideas. Confidence and topic dominance are perceived sometimes.
_____ Decent use of ideas. Sporadic appearances of hesitation and uncertainty.
_____ Inadequate use of ideas. The student shows improvisation and no previous preparation.

Percentage gotten: ___________.

Grammar 20%

_____ Impeccable use of grammar rules. No mistakes
_____ Good use of grammar rules. 1-4 mistakes
_____ Appropriate use of grammar rules. 5-8 mistakes
_____ Limited use of grammar rules. 9-12 mistakes
_____ Inadequate use of grammar rules. 13+ mistakes

Percentage gotten: ___________.

Pronunciation 20%

_____ Outstanding pronunciation of sounds overall.
_____ Very good pronunciation of sounds with some deviations.
_____ Acceptable pronunciation of sounds with frequent deviations.
_____ Limited pronunciation of sounds with recurrent deviations interfering with communication.
_____ Very poor and unsatisfactory pronunciation.

Percentage gotten: ___________.

University of Costa Rica
Bachillerato en Inglés
Recinto de Golfito
Course: LM-1481 Intercultural Communication
Professor: Lic. Jorge D. Segura
Group Presentation

Date: ________________

Student              ID
___________________________________________________.     ___________________.

Final Grade: __________________

Percentage gotten: ___________.

_____ Impeccable use of grammar rules. No mistakes
_____ Good use of grammar rules. 1-4 mistakes
_____ Appropriate use of grammar rules. 5-8 mistakes
_____ Limited use of grammar rules. 9-12 mistakes
_____ Inadequate use of grammar rules. 13+ mistakes

Percentage gotten: ___________.

Pronunciation 20%

_____ Outstanding pronunciation of sounds overall.
_____ Very good pronunciation of sounds with some deviations.
_____ Acceptable pronunciation of sounds with frequent deviations.
_____ Limited pronunciation of sounds with recurrent deviations interfering with communication.
_____ Very poor and unsatisfactory pronunciation.

Percentage gotten: ___________.

13
Fluency 5 %

_____ Continuous speech without unnecessary pauses.
_____ Natural speaking with the rarely inclusion unnatural pauses.
_____ Speech is sometimes cut by stuttering and pauses.
_____ Frequent stuttering and long pauses with unfinished ideas
_____ Very poor and unsatisfactory speech delivery.

Percentage gotten: ____________.

Vocabulary in use 10 %

_____ Wide range of words to express ideas in speech.
_____ Good range of words to express ideas in speech.
_____ Adequate range of words to express ideas in speech.
_____ Limited range of words to express ideas in speech.
_____ Unsatisfactory and very poor range of words

Percentage gotten: ____________.

Time Administration 10%

_____ +60-45 minutes.
_____ 45-20 minutes.
_____ -20 minutes.

Percentage gotten: ____________.

Implementation of interactive activities. 5%

_____ Students include activities that catch the audience’s interest and increases interaction.
_____ Students include some activities that catch the audience’s interest and increases interaction.
_____ Students do not include activities that catch the audience’s interest and increases interaction.

Percentage gotten: ____________.

Visual aids and support material 5%

_____ Appropriate inclusion of audiovisual resources to enrich the speech delivery.
_____ Poor inclusion of audiovisual resources that occasionally enrich the speech delivery.
_____ No inclusion of support material.

Percentage gotten: ____________.
TOTAL PERCENTATE GOTTEN: __________

Language Notes

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Pronunciation</th>
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</table>

Observations and feedback