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I. COURSE IDENTIFICATION

- Name: Global and intercultural Communication
- Educational Domain: Social-humanistic
- Number of credits: 2
- Semester: VI

II. RATIONALE

In the 1930s, American linguist Benjamin Lee Whorf researched about Hopi language, spoken in Northeastern Arizona (USA). In this research he found that Hopi people did not experience time in the same way as a person speaking a modern European language. For Hopi people there is no equivalent words for time, counting days and they do not even manage a system of verb tenses.

Around the world there are, roughly, 6.500 spoken languages; 6.500 different systems of communication and different perspectives of the world. According to the Theory of Linguistic Relativity, “languages and cultures are inextricably interlinked, and that our understanding of the world is, shaped by the language that we speak” (Language and Culture - Online course Future Learn).

This theory could be considered and thought as a strategy to enhance a global community interaction, to connect people with different cultural and language backgrounds and also to enrich each person’s perspective of the world.

On the one hand, English language has become the world's most spoken language, and consequently, it has been used as a communication channel between different nations. Most English language speakers are non-native users of the language. However, a dichotomy prevails since English is seen sometimes as a domination strategy from the anglophone culture over the weakest communities in the world, but also as a mean of academic and cultural knowledge exchange, that is, as a Lingua Franca.

French and German are also languages mostly spoken by non-native speakers. However, majority languages such as Mandarin Chinese, Spanish, Arabic and Portuguese are mainly spoken by native speakers.

On the other hand, advances in communication technologies have opened a window to reach information across the length and breadth of the planet, and communicating with people from different countries is not the same as communicating with people locally; there are not just language barriers but also

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socio-cultural aspects to address. That might be one of the main reasons people have been more responsive of the significant use of English language, and learning the language does not only mean a new system of communication; when we learn a new language we learn all what is attached to the community that speaks that language; besides that, we are also learning and facing other communities thoughts through the use of English as a second or foreign language.

Hence, it is important to think of implementing new ways of providing people with strategies, means and instruments not just to communicate but to communicate assertively; to work on skills that help them to behave, to think, to analyze critically, to understand another's perspectives based on the principle of being from different backgrounds (cultural, social or geographical); it is necessary to lead them into a path of a successful communication process and also take into account those differences not for the understanding of each other's differences but also to build and improve skills that help us to live together as citizens of the world.

III. GLOBAL LEARNING OUTCOMES

GLOBAL LEARNING GOAL:

To communicate empathically and assertively in global and intercultural contexts that include people from different cultural, language and geographic backgrounds through the promotion of active participation, critical thinking and collaborative work.

GLOBAL LEARNING OUTCOMES:

- To identify how cultural and language background influence intercultural communication in verbal and nonverbal interactions.
- To understand linguistic strategies, such as paraphrasing and intonation, and nonlinguistic, such as body language and eye contact, to improve social interactions.
- To collaborate with individuals from different backgrounds towards solving communication problems based on the understanding of the linguistic, social and cultural differences of a global citizen.

IV. COURSE THEORETICAL AND METHODOLOGICAL FOUNDATION.

The Theory of Linguistic Relativity first mentioned by anthropologist Edward Sapir, addressed the relevance and connection between language and culture and

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how this relation led to explore the way a community sees and understands the world. However, this first idea did not have any strong support and it showed that it did not explain how exactly this would affect a person's understanding of the world; hopefully, many years after, another anthropologist, Benjamin Lee Whorf got interested in this idea and developed what today is well known as the Sapir-Whorf hypothesis.

As a result of some observations Whorf did in his workplace, about how workers perceived the concept of “emptiness” and “fullness” and also from some studies in indigenous languages, Whorf produced a theory of linguistic relativity. The final concept by Whorf was that “languages and cultures are inextricably interlinked, and that our understanding of the world is shaped by the language that we speak” (Language and Culture - Online course Future Learn).

Regardless of the criticism that this theory has received from some experts in the field of linguistics, in this course students will explore some of the contemporary researches done to support this theory; as an example of this, Lera Boroditsky, a cognitive scientist who works on the field of language and cognition, in her TED conference “How language shapes the way we think”, said: “The beauty of linguistic diversity is that it reveals to us just how ingenious and how flexible the human mind is. Human minds have invented not one cognitive universe, but 7,000; 7,000 languages spoken around the world” (Boroditsky, n.d.).

In the path of exploration of Sapir-Whorf theory, it is important to analyze concepts that will provide students with necessary tools to understand how language might help shape the perspective we have of the world. Intercultural Communication (IC) is a crucial concept that “refers to the process of communication that takes place between people from different cultural background, whether they are from different countries or different subcultures within the same country” (Shibata, 1998).

Having a clear view of this type of concepts will help participants to build up their own understanding of some of the topics covered on the course, such as, verbal and nonverbal communication, language and politeness, global communication among others; and also understand, in a more analytical way, their own and their partners' socio-cultural context.

This course will provide the participants with instruments, tools and activities focused on interactive communication, problem resolution, work on creativity skills and collaborative work. Participants will not need any previous experience on the topics of the course.

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We will also consider recent research and theories that might support how language might influence the way we think and how this can also influence intercultural communication.

This course is offered to local and international students that have English as a second or foreign language. Activities that boost speaking, writing, reading and listening skills will be applied equally, in classwork and in autonomous learning.

Debate and discussion will be an important strategy to apply and check the understanding of the content offered during the course.

V. EDUCATIONAL PURPOSES OF THE COURSE INTERWINED WITH UEP (PEU), PROGRAM AND PROFESSION.

Universidad Católica de Manizales envisions the construction of new citizenship that transforms society socially and culturally. Therefore, shaping up Global Citizens is an educational ideal this course pursues at the global and intercultural communication dimension.

Seeking traits for a Global Citizen, the Department of Education of OECD promoted the document Global Competency for the Inclusive World (Ramos & Schleicher, 2016) in which understanding and appreciating the perspectives and world views of others, as well as engaging in appropriate interactions across cultures, are values and attitudes to be fostered in our humanity.

Therefore, Global and intercultural communication aims to raise awareness and reinforce the importance of language to reinforce cultural identity; examine students' performance in interactive and assertive communication in a second or foreign language based on the cultural identity of each participant; work on decision-making skills when analyzing global challenges to find solutions to create a more peaceful and sustainable world; encourage students to build up observation, analysis, interpretation, reflection and decision-making skills when working on problems resolution and assertive communication.

VI. COURSE STRUCTURE AND CONTENT ORGANIZATION

UNITS	TOPIC
I Introduction	<ul style="list-style-type: none"> ● Linguistic Relativity Theory
II	<ul style="list-style-type: none"> ● Language and Culture. ● Language endangerment.

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Intercultural Communication	<ul style="list-style-type: none"> • Verbal and Nonverbal communication. • First Project on an endangered language from the country's participant.
III Global Communication	<ul style="list-style-type: none"> • Virtual Communication Vs. face-to-face communication: Pros and Cons. • Stereotypes linked to languages spoken around the world. • Global communication: • Language and Politeness [MOOC] • Politeness within and across cultures [MOOC] • Second Project on World Leaders speech, presentations and debate.

VII. PEDAGOGICAL STRATEGIES TO PROMOTE MULTICULTURAL INTERACTIVE GLOBAL LEARNING ENVIRONMENTS INTERWINDEN WITH UEP (PEU) AND ACADEMIC CREDITS WORKLOAD.

STRATEGY	DESCRIPTION
TALKING POINT DISCUSSIONS & CASE STUDY ACTIVITIES	<p>This type of activities will be carried over the course and mainly in class.</p> <p>Talking point discussions: The teacher will provide students with authentic material, such as videos, articles published by recognized newspapers or academic magazines in order to cover issues from different perspectives and also to reflect on how they are understanding these issues.</p> <p>Case Study activities: Students will be doing a detailed study of a specific and contemporary subject event or phenomenon in our society.</p> <p>Collaborative work: In some cases, students will work together in different groups in a common case study or talking point discussion.</p>
MEDIA PROJECTS	<p>These Media Projects refer to video filming or Podcast recording, in which students, based on a topic oriented in the course will make a video or record a Podcast</p>

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	commenting, reflecting and giving their perspectives of the topic. It will be required for students to upload it (with the students' authorization) to the institutional platform or a social media platform such as YouTube.
VIDEOCONFERENCING	When possible, guest lecturers with an international background and expertise to connect their participation with the learning goals and outcomes of the course will be invited.
MOOCS & MEDIA RESOURCES	Students will be working on a MOOC from a recognized platform, such as Future Learn, as a resource to complement teaching, learning and assessment purposefully. TED Talks will also be a complementary resource for emphatic and assertive communication with their Ideas worth spreading https://www.ted.com/topics
AUTONOMOUS LEARNING	These assignments will be guided to support and reinforce learning of content in class. They will be activities focused on writing, listening and reading skills. Activities such as research task, online tests to check students understanding and writing compositions for students to reflect on their own learning and work process will also be promoted.
COLLABORATIVE ONLINE INTERNATIONAL LEARNING	When possible, virtual learning encounters between students enrolled in this course and students from an international partner institution will be included in order to promote discussions, tasks and projects on a common or complimentary topic related to both courses learning objectives.

VIII. GLOBAL COMPETENCIES DEVELOPED THROUGH THE COURSE.

This course purports to develop the following capacities for a global performance:

1. Solidarity and respect for diversity.
2. Critical and creative thinking.
3. Collective identity that transcends difference.
4. Empathic and assertive communication in mother tongue and foreign languages for the relationship and interaction with people of different cultures, origins and perspectives.

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5. Interdependence and collaborative work.

IX. ASSESSMENT

TERM	TASKS	PERCENTAGE
FIRST TERM (33%)	Research Tasks [online articles, videos, books]	20%
	Reflection Tasks [debates, essays, summaries]	30%
	Autonomous Learning [opinion essays and online tests, MOOCS]	10%
	Classwork [articles, videos, expositions, debates, journals]	20%
	First term test	20%
SECOND TERM (33%)	Research Tasks [online articles, videos, books]	20%
	Reflection Tasks [debates, essays, summaries]	20%
	Autonomous Learning [opinion essays and online tests, MOOCS]	10%
	Classwork [articles, videos, expositions, debates, journals]	20%
	Media Project #1	30%
THIRD TERM (34%)	Research Tasks [online articles, videos, books]	10%
	Reflection Tasks [debates, essays, summaries]	20%
	Autonomous Learning [opinion essays and online tests, MOOCS]	10%
	Classwork [articles, videos, expositions, debates, journals]	20%
	Media Project #2	30%
	Self-Assessment	10%

X. BIBLIOGRAPHY AND DIGITAL REFERENCES ONLINE

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Elaboró	Revisó	Aprobó	Fecha de vigencia
Dirección Docencia y Formación	Vicerrectoría Académica Decanos Directores de programas académicos presenciales y a distancia Directores de unidades académicas Dirección de Aseguramiento de Calidad Dirección de Planeación	Rectoría	Noviembre de 2015

CONTROL DE CAMBIOS

ITEM	MODIFICACIÓN