

MODULE DATA

MODULE TITLE		Cross-Cultural Awareness			
MODULE LEVEL		5			
MODULE CREDIT POINTS		10			
SI MODULE CODE (if known)		44-5854-00S			
MODULE JACS CODE		R900			
SUBJECT GROUP		International Business and Languages			
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1	✓	Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					✓
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from N/A	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
OTHER COURSES FEATURING THIS MODULE (please list below)					

1 AIM OF THIS MODULE

This module will allow you to explore the concept of culture and to critically analyse intercultural encounters, thus preparing you to interact effectively on a social and professional level in an international context.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

On successful completion of the module you should be able to:

- 1 Demonstrate a detailed knowledge of the cultural environment in which communication takes place and understand how it can differ from and conflict with other cultural environments.
- 2 Demonstrate the ability to analyse and reflect on specific cultural and communicative issues and apply the outcomes of this analysis to your TL countries, by consulting a range of research sources and by producing an academic essay with your findings.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- Introduction to cultural identity and to ethnocentrism
- Analysis of British mainstream and minority cultures.
- The culture clash. Factors and role language plays in cultural misunderstandings.
- Sociolinguistic awareness.
- Social categorisation - stereotyping
- Business culture
- Adaptation to the foreign country from the immigrant's perspective
- The role of media in the perception of other cultures.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

In order to achieve the learning outcomes of this module you will be required to take part in regular lectures and seminars with the tutor as well as to engage actively in structured directed learning outside the classroom. The normal mode of classroom communication will be English, but you will have the opportunity to apply the content taught in this module to your TL country/ies.

Classroom work will consist of various forms of input and follow-up activities, both tutor and student- led. Tutor input will be in the form of lectures and seminars, as well as guidance and facilitation of student activities, e.g. discussions, group work, presentations, etc. As part of your directed learning you will be expected to prepare topics for discussion and presentation, to search for relevant materials using CIT, and undertake the relevant reading work required for the module.

This module will encourage you to meet and interact with foreign nationals. Indeed, as part of your assessment you will be required to shadow a foreign student of your TL nationality, so you can analyse their integration process in the UK.

For this module it is essential that you make full and systematic use of your "self-managed" time. This module's Blackboard content will support you in doing so.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

Your progress in this module will be assessed by coursework (100%). You will be assessed on your ability to demonstrate understanding of the issues studied, to identify and collect adequate sources of information and to present information and arguments in a structured way both orally and in writing using adequate terminology.

ASSESSMENT STRATEGY AND METHODS

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Report	CW	100%	2000 to 2500 words	No

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback will be provided throughout the semester, and it will be in verbal and written form. Informal feedback will be provided to you based on the standard of your homework and on your performance in the seminars. You should also seek feedback and guidance when you are preparing for your assignment, both from your tutor and from your language assistant.

Formal feedback, which is based on your assignment performance, will be provided shortly after completion of your report. It will give you clear information about your performance and give you ideas to improve it. You are encouraged to seek further clarification if you feel you need it.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

You will be provided with a range of reading materials on your Blackboard site, and you will be required to read each relevant section every week in preparation for your lectures and seminars. In addition to this, you will have a booklet with additional supporting material, and a list of recommended texts for extra reading.

K. M. Asante and W. B. Gudykunst (Eds.), *Handbook of intercultural and international communication*. Newbury Park, CA: Sage.

Brislin, R. (1993). *Understanding culture's influence on behaviour*. Fort Worth, TX: Harcourt Brace Jovanovich.

Copeland, L., and Griggs, L. (1985). *Going international: How to make friends and deal effectively in the global marketplace*. New York: Random House

Craig, McGarty, Yzerbyt, Vincent, and Spears, Russell, Eds, Stereotypes as explanations [electronic resource]: *The formation of meaningful beliefs about social groups*, Ebrary, London ; New York: Cambridge University Press, 2002, <http://site.ebrary.com/lib/umeaub>

Howell, W. (1982). *The empathetic communicator*. Belmont, CA: Wadsworth.

Keessing (1994) "Theories of culture revisited". In Borofsky, Robert Ed, *Assessing cultural anthropology*, New York ; London : McGraw-Hill

Klopf, D. (1991). *Intercultural encounters: The fundamentals of intercultural communication*. Englewood, CO: Morton Publishing Company.

Samovar, L., Porter, R., and Jain, N. (1982). *Understanding intercultural communication*. Belmont, CA: Wadsworth

Taylor, L., & Whittaker, C. (2003). *The current state of education. Bridging Multiple Worlds; Case Studies of Diverse Educational Communities*. Pearson Education Group.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review