

## 1. BASIC INFORMATION

Course	Intercultural Communication
Degree program	Bachelor's degree in Tourism and Leisure Management
School	Faculty of Social Science
Year	Fourth
ECTS	6
Credit type	Elective subject
Language(s)	English
Delivery mode	On campus
Semester	1st
Academic year	2024/2025
Coordinating professor	Maria Sánchez de Mora Vidal
Professor	Maria Sánchez de Mora Vidal

## 2. PRESENTATION

With this course the student will be able to understand the role that culture, and our identity play in effective communication. In addition, they will be able to identify the contexts where correct intercultural communication is essential for social and professional success. Likewise, the student will acquire the tools to be able to demonstrate ethical awareness and empathy with the environment, respecting diversity and plurality of ideas, people, and situations by carrying out activities that will allow them to increase their resources to develop their intercultural communication.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

- CB2: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
- CB4: That students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### Cross-curricular competencies:

- CT1: Ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that entails a commitment to certain social values.
- CT3: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common goals.
- CT6: Adaptation to change: Being able to accept, value and integrate different positions, adapting one's own approach as the situation requires, as well as working effectively in situations of ambiguity.
- CT9: Global mindset: Being able to show interest in and understand other standards and cultures, recognize one's own biases and work effectively in a global community.

#### Specific competencies:

- CE5: Ability to identify tourism and leisure activities that are accessible, sustainable, and respectful of the environmental, cultural, and demographic values of a given territory.
- CE9: Ability to handle the basic tools of customer orientation, knowing the particularities of the tourist and leisure service, the different types of customers, their needs and demands.
- CE30. Ability to understand the richness of the diversity of socio-cultural environments in the field of tourism and leisure.

#### Learning outcomes:

- RA1. Understand the role that culture, and our identity play in effective communication.
- RA2. Identify the contexts where correct intercultural communication is essential for social and professional success.
- RA3. Demonstrate ethical awareness and empathy with the environment respecting diversity and plurality of ideas, people, and situations.
- RA4. Carry out activities with students that allow them to increase their resources to develop their intercultural communication.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB4, CT1, CT9, CE9, CE30	RA1. Understand the role that culture, and our identity play in effective communication.
CB2, CB5, CT1, CT3, CT6, CT9, CE5, CE9, CE30	RA2. Identify the contexts where correct intercultural communication is essential for social and professional success.
CB2, CT2, CT3, CE5	RA3. Demonstrate ethical awareness and empathy with the environment respecting diversity and plurality of ideas, people, and situations.
CB2, CB4, CB5, CT1, CT3, CT6, CT9, CE5, CE9, CE30	RA4. Carry out activities with students that allow them to increase their resources to develop their intercultural communication.

## 4. CONTENT

#### Course modules:

1. Fundamentals of communication: verbal and non-verbal communication, Intercultural communication
2. Culture and its dimensions
3. Identity and cultural conflicts
4. Models of cultural interaction: Practical module
5. Cultural and social specificities of the source markets: Practical module.

Note: The course structure may undergo some modification due to students' progress. Students will be notified of any changes in advance.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class/ web conference
- Case method

- Cooperative learning
- Problem-based learning
- Project-based learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Master classes	30 h
Autonomous work	30 h
Oral presentations	10 h
Case analysis and problem solving	20 h
Group participatory activities	15 h
Assignments / Projects	15 h
Knowledge tests	10 h
Tutoring	20 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Knowledge test: Final written questionnaire	30%
Oral presentations: Oral presentation (10%) and final debate (10%)	20%
Reports and writings: Essay	10%
Case analysis and problem solving: Mentor a 1 <sup>st</sup> year student.	15%
Papers / projects: Units 4 and 5	25%
<b>Total</b>	<b>100%</b>

When you access the course on the *Campus Virtual*, you'll find a

description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, it will be necessary to obtain a grade **greater than or equal to 5.0** in the final test, so that it can be averaged with the rest of the activities.

## 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average) and the same requirements will be applied as in the first exam period.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity	Group/Individual	Corresponds with pillars of the UE academic model	Corresponds with SDG's
Week 4, week 9 and week 15	Case analysis and problem solving	Mentor a first year student	15%	Individual	Social, ethical, and environmental	4-8-11-17
Week 7	Oral presentation	Activity to consolidate students' knowledge of the different blocks seen during the course through an oral presentation in class of a topic also related to the Sustainable Development Goals (SDGs) of the United Nations.	10%	pairs/groups		
Week 10 to 13	Projects	Units 4 and 5	25%	Group		4-8-11-17
Week 13	Essay		10%	Individual		
Week 15	Oral presentation	Final class debate	10%	individual		
Exam period	Knowledge test	Knowledge test	30%	Individual		

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The recommended bibliography is:

- Hofstede, G., Hofstede, G. J., Minkov, M. (2010). Cultures and Organizations. Software of the mind. Mc Graw Hill. (ISBN: 9780071770156)
- Holliday, A., Hyde, M., Kullman, J. (2010). Intercultural Communication. An advanced resource book for students. London and New York: Routledge. (ISBN: 9780367482466)
- University of Minnesota. (2016). Communication in the Real World. An Introduction to Communication Studies. Minnesota: Creative Commons.
- Davis, F. (1998). La comunicación no verbal. Madrid: Alianza Editorial. (ISBN: 9788420664248)
- Patterson, K.; Grenny, J. (2016). Conversaciones cruciales: nuevas claves para gestionar con éxito situaciones críticas. Madrid: Empresa Activa (ISBN: 9788492921379)
- Pease, A.; Pease, B. (2010). El lenguaje del cuerpo: cómo interpretar a los demás a través de sus gestos. Madrid: Amat Editorial (ISBN: 9788497353694)

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at: [unidad.diversidaduev@universidadeuropea.es](mailto:unidad.diversidaduev@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.