

DESCRIPTION OF THE COURSE OF STUDY

Course code	312.4.SM1.D08.KMM	
Name of the course in	Polish	Komunikacja międzynarodowa i międzykulturowa
	English	International and Intercultural Communication

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	International Relations
1.2. Mode of study	Full-time study part –time study
1.3. Level of study	first-cycle studies
1.4. Profile of study*	General academic
1.5. Person/s preparing the course description	Institute of International Relations and Public Policies
1.6. Contact	ismipp@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	-

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Lecture, classes	
3.2. Place of classes	didactic rooms of the Jan Kochanowski University	
3.3. Form of assessment	Exam. graded credit	
3.4. Teaching methods	Lecture: problem lecture (lecture, discussion); viewing methods (demonstration, use of technical teaching aids). Classes: problem methods - activating learning (case analysis), methods of knowledge assimilation, moderated discussion presentation of a selected problem with the use knowledge	
3.5. Bibliography	Required reading	<p>Martin, J. N., & Nakayama, T. K. (2009). Intercultural Communication in Contexts. Boston: McGraw-Hill.</p> <p>Meerts, P. W. (2015). Diplomatic negotiation: Essence and evolution. The Hague: Clingendael Institute.</p> <p>http://www.oxfordbibliographies.com/view/document/obo-9780199743292/obo-9780199743292-0012.xml#firstMatch</p> <p>Lewis, R. D. (2005). When cultures collide: Leading across cultures : a major new edition of the global guide. Boston: Nicholas Brealey International.</p> <p>R.M. Czarny (2017). A Modern Nordic Saga: Politics, Economy and Society. Springer.</p> <p>R.M. Czarny (2015). The High North: Between Geography and Politics. Springer.</p>
	Further reading	<p>Meyer, E. (2014). The culture map: Breaking through the invisible boundaries of global business. New York: Public Affairs.</p> <p>Jakobsen, P. V. (2009). Nordic approaches to peace operations: A new model in the making? New York, NY: Routledge.</p> <p>Haixia, Q. (2007). Comparison of the Effectiveness of International Conflict Mediation Strategies. <i>Chinese Journal of International Politics</i> 1(4), 589-622.</p> <p>Truedson, L., & Olof Palme International Center (Sweden). (1999). International mediation: Case studies and general conclusions. Stockholm: Olof Palme International Center. .</p>

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives (including form of classes)
<i>C1. Encourages students to think and reflect on the issues and problems that relate to the class.</i>
<i>C2. Students need to develop practical and generic skills to assimilate a body of theoretical knowledge.</i>
<i>C3. Communication skills are crucial learning outcomes - encourages students to develop oral and written communication skills.</i>
<i>C4. Encourage students to participate in written and spoken discourse and discussion.</i>
<i>C5. Fosters the development of students' presentation skills in individual and group presentations.</i>

C.7. Develops group and team skills.

C.8. The purpose is to present, analyze and compare different aspects of intercultural communication and business negotiations.

C.9. The purpose of the course is to provide a student with some knowledge in the field of intercultural communication and business negotiations.

C.10. Case studies of intercultural communication and business negotiations.

4.2. Detailed syllabus (including form of classes)

Lecture: research traditions in contemporary communication, the essence of the process of international and intercultural communication, changes in the 21st century, typologies of cultures, cultural differences in the prism of socio-economic conditions, the influence of national culture on intercultural communication, order in international communication, multiculturalism within one state organism, influence of the globalization on the process of communication, the impact of cultural changes on international communication, problematic issues in the field of functioning of multicultural societies in the European Union.

Classes: cultural differences, cultural tolerance, acquiring communication intercultural skills, barriers to international communication. Identity; distance; the concept of alien, xenophobia, prejudices and stereotypes, taboos; culture low- and high-context.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	Is familiar with major rules of intercultural communication and business negotiations. Is able to define basic categories and terminology of intercultural communication and business negotiations.	SM1A _W09
W02	He has in-depth knowledge of current challenges and problems related to climate change, ecological problems, depletion of the world's resources (including natural resources and energy resources) and is aware of their long-term consequences.	SM1A _W10
W03	He has comprehensive knowledge of various scientific, futurological, technological visions of realities and the future of the world.	SM1A _W13
within the scope of ABILITIES:		
U01	He is able to effectively and comprehensively apply his theoretical knowledge and recognized research methods to analyze long-term social, technological and climatic processes taking place within contemporary international relations, as part of working groups and groups of analysts.	SM1A _U04
U02	Knows how to solve problematic issues concerning intercultural communication and business negotiations.	SM1A _U05
U03	He is able to spot a new research problem and propose its creative analysis – solution. Identifies weak signals of change, is aware of the nonlinearity of global processes.	SM1A _U11
within the scope of SOCIAL COMPETENCE:		
K01	Has the ability to independently and consistently supplement knowledge and professional experience, thanks to the awareness of the existence of vast areas of ignorance and the need to limit them. It is ready to actively participate in public life and prepared to promote human rights, democratic values, gender equality, being aware of the long-term threats to these values.	SM1A _K01
K02	He is ready for objective and non-emotional reflection when assessing contemporary events and social, technological and economic trends, including the ability to competently and exhaustively refer to issues important in public life, primarily the social consequences of the growing integration of technological and biological domains.	SM1A _K03
K03	Develops respect for the other's point of view in collaborative work in different social and cultural environments.	SM1A _K07

4.4. Methods of assessment of the intended learning outcomes

[illegible]

W01	+				+					+	+			+			+				
W02	+				+					+	+			+			+				
W03	+				+					+	+			+			+				
U01					+						+			+			+				
U02					+						+			+			+				
U03					+						+			+			+				
K01	+									+	+			+			+				
K02	+									+	+			+			+				
K03	+									+	+			+			+				

**delete as appropriate*

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	Student passed the written exam at the level of 50-60% of the maximum number of points that can be obtained
	3,5	Student passed the written exam at the level of 61-70% of the maximum number of points that can be obtained
	4	Student passed the written exam at the level of 71-80% of the maximum number of points that can be obtained
	4,5	Student passed the written exam at the level of 81-90% of the maximum number of points that can be obtained
	5	Student passed the written exam at the level of 91-100% of the maximum number of points that can be obtained
classes (C)* (including e-learning)	3	Student passed the test at the level of 50-60% of the maximum number of points possible,'
	3,5	Student passed the test at the level of 61-70% of the maximum number of points possible
	4	Student passed the test at the level of 71-80% of the maximum number of points possible
	4,5	Student passed the test at the level of 81-90% of the maximum number of points possible, attended classes
	5	Student passed the test at the level of 91-100% of the maximum number of points possible, attended classes
others (...)*) (including e-learning)	3	
	3,5	
	4	
	4,5	
	5	

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	70	50
Participation in lectures*	30	20
Participation in classes, seminars, laboratories*	30	20
Preparation in the exam/ final test*	10	10
Others (please specify e.g. e-learning)*		
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	55	75
Preparation for the lecture*	5	10
Preparation for the classes, seminars, laboratories*	20	20
Preparation for the exam/test*	10	20
Gathering materials for the project/Internet query*	10	20
Preparation of multimedia presentation	10	10
Others *		
TOTAL NUMBER OF HOURS	125	125
ECTS credits for the course of study	5	5

**delete as appropriate*

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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