

Course Title	<b>Cultural Exchange</b>
Instructor	TBA
Credit	2 Credits
Course Number	ICC2511

#### ■Course Objectives

This course is designed to prepare students to better understand and function in international and multicultural environments through various intercultural activities and discussions.

#### ■Course Contents

This course covers three broad themes over the duration of one semester: Understanding culture as a Study Abroad participant; experiencing contrasts among different cultures as an active participant in the social world; and adjusting to cultural differences in face-to-face interactions. The first section of the course explores broader issues of culture and intercultural awareness, defining culture from multi-dimensional points of view. It helps students realize the ways in which values are involved in real-life intercultural exchanges.

#### ■Course Schedule

1. Course introduction
2. Exploring culture 1
3. Exploring culture 2
4. Exploring culture 3
5. Cultural awareness 1
6. Cultural awareness 2
7. Cultural awareness 3
8. Cultural awareness 4
9. Presentations
10. Practical cultural adjustment 1
11. Practical cultural adjustment 2
12. Practical cultural adjustment 3
13. Presentations
14. Final Review

#### ■Study Required Outside of Class

Instructions will be given in class.

#### ■Evaluation

Final Test (30%); Attendance and participation (30%); Classwork (40%)

#### ■Textbooks

None

#### ■Readings

To be announced in class.

Course Title	<b>Introduction to Translation and Interpreting Studies</b>
Instructor	HARTLEY, A. F.
Credit	2 Credits
Course Number	ICC2231

#### ■Course Objectives

This is an introductory course of the Translator and Interpreter Training Program, which is designed to develop foundational competencies for translators and interpreters. The course aims to enable students to understand and appreciate the diverse roles, the working practices, the market constraints and the software tools that characterize the profession today. It also raises the problematic relationship between practice and theory.

#### ■Course Contents

The course discusses: (1) the wide range of roles translators and interpreters play and the corresponding range of required professional competencies; (2) the fundamental distinctions between the major modes of intercultural mediation – translation, localization, subtitling, dubbing, interpreting; (3) the size and nature of the market and the constraints it imposes; (4) the technologies widely used to assist translators and interpreters; the evaluation of 'quality' in translation and interpreting; (6) ethical issues for translators and interpreters. Each week concludes with identifying some open research questions in the sub-field.

#### ■Course Schedule

1. Diversity of 'translation' activities in the broad sense
2. Competing market constraints – overview
3. Translation technologies – overview
4. Evaluating translation quality – overview
5. Focus on translation and localization
6. Focus on conference and community interpreting
7. Focus on screen translation and audio description
8. Focus on technologies and their evaluation
9. Focus on quality assurance and assessment
10. Crowdsourcing, fansubbing and other trends
11. Translating the untranslatable - poetry, humour, taboo topics
12. Professional organization and ethics
13. Relationship between theory and practice
14. Review of the course and lessons learned

#### ■Study Required Outside of Class

Students are required to do weekly reading in preparation for the coming lecture, to enable them to ask questions and participate in discussion. Regular in class commentaries are expected.

#### ■Evaluation

Final Report (40%); Contribution to in class discussion (30%); In class commentaries (30%)

#### ■Textbooks

None

#### ■Readings

Readings from the Routledge Online Handbook of Translation Studies and other sources will be recommended in class

Course Title	<b>Environmental Communication</b>
Instructor	CUNNINGHAM, P. A.
Credit	2 Credits
Course Number	ICC3443

### ■Course Objectives

The goal of this course is to examine the role of communication in the context of the environment—how we construct it, interpret it and communicate about it.

### ■Course Contents

The contexts of this course will be largely based on Environmental Communication and the Public Sphere (Cox and Pezzullo, 2016), which examines communication and the creation of meanings within the public space.

### ■Course Schedule

1. What is environmental communication?
2. Contested meanings of the environment
3. Symbolic constructions of the environment
4. The environment vis-a-vis imagery and popular culture
5. Media and environmental journalism
6. Scientific and technological environmental controversies
7. Environmental risk
8. Message construction and advocacy campaigns
9. Digital media and environmental activism
10. Environmental and climate justice movements
11. Sustainability and the greening of the environment
12. Public participation in environmental debate
13. Managing environmental conflict
14. Environmental protection and the law

### ■Study Required Outside of Class

Students will be required to research topics on the Internet and in the library

### ■Evaluation

Attendance and active participation in class (30%); Assignments, including presentations and reports (40%); Final report or presentation (30%)

### ■Textbooks

Cox, R. and Pezzullo. 2016. *Environmental Communication and the Public Sphere, Edition 4.* (SAGE ISBN:978-1-4833-4433-1)

### ■Readings

To be announced.

Course Title	<b>Topics in Intercultural Communication A</b>
Instructor	CUNNINGHAM, P. A.
Credit	2 Credits
Course Number	ICC3343

### ■Course Objectives

The goal of this course is to provide a forum in which to discuss the relationships between culture and communication. This will be approached from various perspectives, including economics, politics, society and the environment.

### ■Course Contents

This discussion-based course will present topics introduced by the instructor and drawn from student interest. Topics will be presented in a thematic fashion and students will be encouraged to identify and examine the interrelationships between them.

### ■Course Schedule

1. Course explanation
2. Conceptualizing and operationalizing the terms culture & communication
3. Conceptualizing and operationalizing the terms culture & communication
4. Exploring the notion and meaning(s) of intercultural communication (IC)
5. Exploring the notion and meaning(s) of intercultural communication (IC)
6. Examining models of IC in terms of language, culture and communication
7. Examining models of IC in terms of language, culture and communication
8. Examining the roles of language & communication, focusing on verbal language
9. Examining the roles of language & communication, focusing on verbal language
10. Examining the roles of culture & communication, focusing on non-verbal language
11. Examining the roles of culture & communication, focusing on non-verbal language
12. Reflecting on the roll that IC plays in your daily life and in developing IC competence
13. Reflecting on the roll that IC plays in your daily life and in developing IC competence
14. Final presentations

### ■Study Required Outside of Class

To be announced in class.

### ■Evaluation

Attendance and participation (30%); Assignments (40%); Final presentation (30%)

### ■Textbooks

Materials will be posted on CHORUS or prints will be provided in class.

### ■Readings

To be announced.

Course Title	<b>General Area and Culture Studies A</b> <The American Short Story>
Instructor	COUSINS, S. D.
Credit	2 Credits
Course Number	ICC3443

#### ■Course Objectives

The goal of this course is to learn how to read and interpret American short stories, and to consider how these stories reflect various themes of American culture.

#### ■Course Contents

This course will emphasize the close reading of American short stories. We will examine the fine details of each text, working together to understand the nuances of words and expressions, and to analyze basic story elements including plot, narrative voice, character, setting, theme, symbolism, and cultural references and allusions. We will read a wide range of works from such authors as Poe, Hemingway, Vonnegut, Bradbury, Malamud, Updike, Wolff, Tan, and O'Brien.

#### ■Course Schedule

1. Orientation. "The House on Mango Street" by Sandra Cisneros
2. "The Tell-Tale Heart" by Edgar Allan Poe
3. "The Last Leaf" by O. Henry
4. "Hills Like White Elephants" by Ernest Hemingway
5. "Next Door" by Kurt Vonnegut
6. "The Veldt" by Ray Bradbury
7. "Spring Rain" by Bernard Malamud
8. "A & P" by John Updike
9. "Say Yes" by Tobias Wolff
10. "Two Kinds" by Amy Tan
11. "The Things They Carried" by Tim O'Brien
12. "The Things They Carried" by Tim O'Brien (cont.)
13. Group presentations
14. Final essay test

#### ■Study Required Outside of Class

The instructor will provide the reading materials for each class. Students are required to read the story before class, to look up unfamiliar vocabulary, and to think about the meaning of the story on their own. Students will be required to write several reaction papers during the term about the stories read in class. In addition student will work together in groups to make an English oral presentation on a story of their choice.

#### ■Evaluation

Final Test (40%); Attendance and participation (30%); Reaction papers and group presentation (30%)

#### ■Textbooks

None

Course Title	<b>Psycholinguistics</b>
Instructor	MARTIN, R. R.
Credit	2 Credits
Course Number	ICC3143

#### ■Course Objectives

Students will examine and be able to explain the study of how humans comprehend, represent, and acquire language. Students will analyze and be able to illustrate the cognitive, social, and neural processes involved in language use.

#### ■Course Contents

The course will cover the relationship between the brain and language with regard to how language is acquired, how language is processed, and how language is stored and retrieved. To do so, students will learn about how the brain operates with regard to language, and students will learn about the components of linguistic competency. Students will also be introduced to alternative theories about how cognitive and language development.

#### ■Course Schedule

1. Introduction: What is psycholinguistics?
2. Language acquisition overview
3. Language, speech, and communication
4. Language and the brain
5. What it means to know a word
6. Storage and retrieval of language
7. Information processing
8. Writing systems
9. Issues in reading
10. Issues in listening
11. Communicative competence
12. Long-term memory and schema theory
13. The issue of age in language acquisition
14. Sociocultural approach: Outside the head

#### ■Study Required Outside of Class

As indicated in each class.

#### ■Evaluation

Attendance and participation (25%); Reading outlines and homework (25%); Reflection papers (25%); Tests (25%)

#### ■Textbooks

None

#### ■Readings

Readings will be given in class.