

# Intercultural Communication

## 1.1 Objectives

The MEd specialization in Intercultural Communication (ICC) provides a solid foundation in linguistic and discursive approaches to the exploration of issues that arise in communication between cultural groups (including linguistic, social, racial, ethnic, national, gender and other groupings). The core courses examine linguistic and social practices (or ways of speaking) occurring in face-to-face interaction, the cultural expectations and ideologies that inform these practices, and the cultural dynamics and processes impacting communication between groups (such as power or identity). This degree prepares students for further doctoral studies, and career opportunities in such fields as international student advising, educational/cultural exchange, international education development, refugee/resettlement program development and administration, business and industrial consulting, and other social service fields.

This program offers its students a great deal of flexibility in designing a course of study. Because of the wide range of careers in intercultural communication, our program encourages students to take advantage of the many opportunities that the University of Pennsylvania and the city of Philadelphia offer as they work with their advisors to design a course of study to best meet their academic and professional needs. Within GSE, electives in Higher Education Administration, Anthropology and Education, TESOL, Educational Policy and Management, Counseling, and International Education are available. Other schools at Penn offer courses in Anthropology, Communication Studies, Business, Social Work, Linguistics, Policy, Law, etc. Students are expected to consult regularly with their *ICC advisor* regarding their course of study.

Housed in an Educational Linguistics program, this degree focuses in particular on language, discourse and interaction, providing a firm foundation in the relevant areas of educational linguistics. Students are also encouraged to take courses across divisions of the Graduate School of Education and throughout the University of Pennsylvania. Although specific interests and career goals will vary, all students will learn to analyze the many linguistic, discursive, social, and cultural issues encountered in interaction among individuals of different backgrounds.

A minimum of 12 graduate credit units and a comprehensive examination are required to complete the MEd. No more than two credit units may be transferred from outside the University of Pennsylvania. All ICC students must arrange, under the guidance of the internship advisor to participate in an internship in one of a variety of settings which could include foreign student advising offices, elementary and secondary schools, community outreach organizations, social service agencies, educational or cultural exchange programs or consulting firms, banks, or businesses. Students must also write a thesis based on their internship experience. Educ 567, ICC Internship and Thesis fulfills 1 course unit of graduate credit. The thesis fulfills the master's comprehensive examination requirement. (Refer to the planning chart to help you plan your course of study.)

## 1.2 Coursework

### 1.2.1 Three core courses

The three core courses listed below are required of all students in the program. In special circumstances, advisors may give students permission to substitute another course for a required course.

educ 537

#### Educational Linguistics

For students with little or no linguistics background. An introduction to the basic levels of language (phonetics and phonology, morphology and semantics, syntax, pragmatics) with special emphasis on the relevance of linguistic concepts to education.

educ 546

#### Sociolinguistics in Education

The educational consequences of linguistic and cultural diversity focusing on the United States. Topics covered include language prestige, language change, regional and social dialect variation, multilingualism, speech communities, communicative competence, language socialization, language and gender, and language attitudes, as they relate to education.

educ 676

#### Discursive Approaches in ICC

This course offers a hands-on introduction to the field of intercultural communication (ICC). Informed by theoretical work in Linguistics, Anthropology, Psychology and Cultural Studies, students will consider a range of discursive approaches for understanding and analyzing communication in culturally diverse settings. Course

readings are supplemented by two brief data analysis papers that utilize the discursive approaches discussed in class and a service learning project.

### 1.2.2 One course drawing on discourse analytic approaches

educ 517

#### Classroom Discourse and Interaction

This course familiarizes students with classroom-oriented research in general, and second language classrooms in particular. In-class sessions on discourse data analysis, as well as projects on proposal writing, field-based research, and reporting provide course participants with opportunities to acquire field-based research skills, and to enhance their professional work with students.

educ 572

#### Language and Gender

This course traces the development of research on language and gender, introducing key theoretical issues and methodological concerns in this area. In particular, students will consider how gender ideologies shape and are shaped by language use, paying close attention to the role of power in our examination of this relationship. Through both readings and in-class analyses, students will sharpen their awareness of the linguistic resources individuals draw on to construct and negotiate gendered identities across a range of social contexts and apply this understanding to their own reviews of the literature.

educ 641

#### Language and the Professions

This course provides critical perspective on language use in medical, legal, business, and educational settings. Topics include Challenge and Control in the Courtroom, Doctor-Patient Interaction in Diagnosis and Treatment, Roles and Relationships in School Contexts. Attention is given to communication breakdowns in the workplace and their practical solutions. Issues involving language and power in the professions will be explored.

educ 650

#### Cross-Cultural Variation in Language Use

An examination of the literature concerning rules and patterns of language behavior across various cultures. Attention will be paid to both research methodology and to the educational implications of findings for the field of Teaching English to Speakers of Other Languages and for language pedagogy in general.

Educ 507

#### Sociology of Language

This course examines the intersection of language and society, asking how language ideologies might be implicated in the construction and maintenance of such constructs as national identity, 'standard' language variety, race, and ethnicity. Through theoretical readings and case studies, participants will question how particular linguistic situations

give rise to certain institutional practices and probe how these practices might foster inequitable relations of power.

Courses outside of LLE may also fulfill the discourse analysis requirement. Check your planning sheet for further options.

### 1.2.3 One distribution course

Candidates for the MEd degree must demonstrate knowledge of the field of education beyond the area of specialization. Read the GSE Student Handbook for criteria on selecting distribution courses, and consult the University's Course Register and your advisor for suggested courses.

### 1.2.4 Six elective courses

With your advisor's approval, electives may be selected to fit your specific professional goals and interests from courses offered at the Graduate School of Education and from relevant courses offered by other schools in the University. Two of your six electives must be chosen from among the courses offered within the Language in Education Division.

International students in the ICC program may be required to take educ 679, Language for Specific Purposes, as one of their six electives. Language for Specific Purposes is designed to meet the professional goals and academic needs of international students enrolled in the Intercultural Communication, TESOL, and Educational Linguistics programs; it is available to international students only.

#### educ 679

##### Language for Specific Purposes

Language for Specific Purposes offers international students a hands-on introduction to the practices which constitute academic language use at GSE. Through small-projects, reading, and discussions, students will investigate how academic English is actually used in GSE classes and for various assignments in the TESOL/ICC program. In particular, students will focus on developing skills and strategies that will strengthen their existing expertise in the following areas: locating, reading and critiquing academic articles; producing graduate-level written work across a variety of genres (reaction papers, discussion questions, definitions, syntheses); and leading and participating in oral activities.

### 1.3 Internship and thesis/comprehensive exam

All ICC students must complete a supervised internship that reflects their own interests and goals, and write a reflective culminating paper (thesis) based on the internship and on their overall ICC studies. The thesis fulfills the comprehensive examination requirement. In order to satisfy this requirement, students must register for the ICC Internship and Thesis course (Educ 567.001) during the fall or spring (but not summer) semesters.

## ICC Internship and Thesis Timeline:

1. Locate an internship site (see 1.3.1 internship possibilities below)
2. Submit internship prospectus at least one semester before you plan to enroll in Educ 567 ICC Internship and Thesis.
3. Prospectus is approved by ICC faculty
4. Begin internship (160 hours, minimum)
5. Enroll in Education 567, write thesis

### 1.3.1 Internship Possibilities

You will need to plan for your internship and have your Pre-Internship Prospectus approved (see below) at least a semester before beginning your fieldwork (internship) and/or registering for the Internship and Thesis course.

Consult with the ICC Internship Advisor for resources relating to locating and contacting prospective sites and designing the internship experience. While the Language and Literacy in Education Division can provide suggestions and resources for internship opportunities, students are responsible for identifying and coordinating the internship that best meets their individual academic and professional needs. The ICC Internship Advisor will provide a number of resources for identifying possible internship sites, including lists of previous internship sites, links to organizations related to ICC, alumni contact information, etc. You may wish to start your internship site search by examining the list of previous internship sites on this website, calling or visiting possible sites that you have identified, visiting the University of Pennsylvania Career Services Center, and/or inquiring among fellow students. Previous internships have included: (1) working under a federal grant (Title iv) to provide technical assistance to schools for desegregation of language minority students; (2) conducting a survey of interracial language use patterns at community recreational centers; (3) identifying acculturation patterns and problems of Japanese children in US schools; (4) carrying out research and consultation regarding cross-cultural differences among employees at a Japanese bank in the US; and (5) conducting a needs analysis and developing a job-related curriculum for Southeast Asian social workers serving the Philadelphia refugee community. We encourage you to be creative in designing an internship experience that serves as a bridge from your academic coursework into your professional career.

### 1.3.2 Pre-Internship Prospectus

After you select a site, you must submit a pre-internship prospectus to the ICC Internship Advisor for faculty approval. You may also want to submit the prospectus to your on-site supervisor, an option that you should consider with your advisor. ***The prospectus must be approved by the ICC faculty before you begin your internship fieldwork and one semester before you may register for educ 567.*** (For summer and fall internships, submit your prospectus in the preceding spring semester; for spring internships, submit your prospectus in the fall semester). Many full-time students submit the prospectus in the spring semester of the first year of coursework, so that they may register for educ 567 in the fall semester of their second year.

#### Internship and Prospectus Submission Terms:

- Fall Internships: submit the prospectus in early fall or spring semesters
- Spring Internships: submit the prospectus in the fall semester
- Summer Internships: submit the prospectus in the spring semester

#### Prospectus Submission deadlines:

- Fall Semester: November 15
- Spring Semester: April 1

The prospectus should consist of three parts. In the first part, you will explain what you hope to accomplish through this internship experience and how it fits within your overall conceptual view of intercultural communication. Consider the projected internship in relation to both the studies you have completed thus far in the master's program here and your future career plans, and identify specific objectives for the internship usually knowledge or skills you hope to acquire.

The second part of the prospectus will define the basic contours of the internship, including the following information: your title; the name of your supervisor; the name, address, and phone number of the institution where you will be working; a brief description of the site or organization. Provide an outline of your work schedule (hours per week and number of weeks and the nature of the work you will be doing, including a description of your responsibilities or duties. You should also identify one or two areas of concern that you will examine and study in depth during your internship. The first two parts of the prospectus will be approximately 500-750 words total.

The third part of the prospectus should be a list of 16–20 readings that you plan to draw on for your internship. A reading can consist of an entire book, a chapter from an individual book, or a journal article. (Two or more chapters from a single author count as one reading.)

Once you begin your internship, keep a journal or fieldnotes on your experiences; consult regularly with your internship supervisor on your progress; and keep your ICC internship advisor informed of your progress through either periodic meetings or written updates.

#### 1.3.3 Thesis/Comprehensive Exam

You are required to write a thesis based on your ICC experience. Because your thesis fulfills the GSE comprehensive examination requirement, you must be in compliance with all GSE comprehensive examination rules and regulations in the term you submit your thesis. Consult the GSE Student Handbook for further details, as relevant.

Once your internship is completed or substantially completed you must enroll in educ 567 ICC Internship and Thesis to plan and draft the thesis.

In the semester you plan to submit your thesis you must register for the comprehensive examination during the fall or spring (but not summer) semesters. Guidelines for comprehensive examination registration are listed in the GSE Student Handbook.

educ 567

ICC Internship and Thesis

Prerequisite: Six or more courses toward the MSED degree in Intercultural Communication.

Students should have completed, or nearly completed, their internship before the semester begins. Students write their thesis during this course. This course is designed as a writing workshop in which students are guided through the thesis drafting process, meeting as a group, in small groups, and conferencing individually with the instructor.

ICC Thesis:

The internship and culminating paper of the ICC program are intended to provide students with an opportunity to explore how current academic theories reflect or do not reflect the realities observed at the internship site. This culminating paper (otherwise known as the thesis) is a reflective paper that takes the internship experience as a starting point to engage with the literature in intercultural communication.

Through this paper, students reflect on how theories and research in ICC apply to actual practice in professional settings. The paper should identify a clear issue, problem, proposal, process, or phenomenon found at the internship site, demonstrate a familiarity with current thinking on that topic in the ICC literature, and explain how the theory or research relates to the particular cases, institutional processes, specific outcomes, or other practical experiences that the student encountered in the internship experience.

The thesis should be 5000-6500 words in length, typed, and double-spaced. References and in-text citations should follow APA style in all respects. Two copies must be submitted to your internship advisor on November 15 for the fall semester or on April 1 for the spring semester.