Tutorial Letter 101/3/2018

Intercultural, Development and Health Communication

COM2603

Semesters 1 and 2

Department of Communication Science

This tutorial letter contains important information
about your module.

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CONTENTS

Dear Student

1   INTRODUCTION

We are pleased to welcome you to this module and hope that you will find it interesting and rewarding. We will do our best to help you make a success of your studies. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

1.1   Tutorial letters

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter (Tutorial Letter 101) contains important information on the scheme of work, resources and assignments for this module. It contains the assignments themselves, assessment criteria and instructions on preparing and submitting assignments. You will also find information on the prescribed study material and other resources, and on how you can obtain them. Make sure you obtain the prescribed material as soon as possible.

We urge you to read this tutorial letter carefully and to keep it at hand when you work through the study material, prepare the assignments, prepare for the examination and address questions to your lecturers.

Please read Tutorial Letter 301 (CMNALLE/301) together with this tutorial letter because it gives you general information on studying at a distance and in a particular college – as well as important information on various aspects of referencing.

We have also included general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start, we would like to point out that **you have to read all the tutorial letters** that you receive during the semester **immediately and carefully** because they always contain important – and sometimes urgent – information.

1.2   Tutorial matter

You will receive the following study material:

- Tutorial Letter 101
- **Tutorial Letter 301 (CMNALLE/301): referencing and technical aspects**
- Study guide: **COM2048 for COM2603**
- Follow-up tutorial letters during the semester

Some of this tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible, **but it is also available on myUnisa. Please access it from here.**

2   PURPOSE AND OUTCOMES

2.1   Purpose

The purpose of the module is firstly to equip you with a theoretical knowledge of intercultural, development and health communication and, secondly, to equip you with elementary skills to apply this knowledge in practice.

2.2   Outcomes

- **Specific outcome 1**

Demonstrate a basic theoretical understanding of the epistemological foundation of intercultural, development and health communication studies and theories related to the relationship between communication and intercultural, development and health issues in a multicultural society.

- **Specific outcome 2**

Demonstrate the elementary application of intercultural, development and health communication principles to analyse issues in the different contexts of multiculturality.

3   LECTURER(S) AND CONTACT DETAILS

3.1   Lecturer(s)

The module coordinator for COM2603 is Dr S Moola whose e-mail address is moolas@unisa.ac.za.

Please direct all module-related content queries directly to her.

Responsibility for the individual sections of this module has been allocated as follows:

Intercultural communication
Ms Sibango
TvW Building Room 6-92
E-mail: sibanb@unisa.ac.za
Tel: 012 429 2009
Fax: 012 429 3346

Development Communication
Both Dr Moola and Ms Sibango are responsible for this section

Health communication
Dr S Moola
TvW Building Room 7-76
E-mail: moolas@unisa.ac.za
Tel: 012 429 6281
Fax: 012 429 3346

All queries that are not of an administrative nature **but that are about the content of this module** should be directed to us. Please have your study material with you when you contact us. We have suppled our e-mail addresses and telephone numbers above, but you can also write to us using the postal system.

Send your letters to

The Module Coordinator (COM2603)
Department of Communication Science
PO Box 392
UNISA
0003

PLEASE NOTE:
Letters to lecturers may not be enclosed with or inserted into assignments.

3.2   Department

You may contact the following departmental secretaries about administrative matters:

| Ms Martha Malefo | Tel: | 012 429 6565 |
| | E-mail: | malefmn@unisa.ac.za |

| Ms Annelize Vermeulen | Tel: | 012 429 6016 |
| | E-mail: | vermea@unisa.ac.za |

3.3   University

If you need to contact the university about matters that are not related to the content of this module, consult the publication *my Studies @ Unisa,* which you received with your study material.

This booklet contains information on how to contact the university – for example, to whom you should write about different queries, important telephone and fax numbers, addresses and the times when certain facilities are open.

Always have your student number at hand when you contact the university.

- Fax number (RSA):   012 429 4150
- Fax number (international): +27 12 429 4150
- Postal: University of South Africa
  PO Box 392
  UNISA
  0003
- E-mail: study-info@unisa.ac.za
- Physical address: University of South Africa
  Preller Street
  Muckleneuk
  Pretoria
  City of Tshwane

University SMS contact numbers

Applications and registrations:	43578
Assignments:	43584
Exams:	43584
Study material:	43579
Student accounts:	31954
myUnisa & myLife:	43582

4   RESOURCES

4.1   Prescribed book

Martin, JN, Nakayama, TK, Van Rheede van Oudtshoorn, GP & Schutte, PJ. 2013. *Experiencing intercultural communication: an introduction.* South African edition. London: McGraw-Hill.

The prescribed book is for Part A (Intercultural Communication) of this module. Please note that the prescribed book is the South African version which contains chapters on development communication (chapter 13) and health communication (chapter 12).

Refer to this book for all three sections of this module.

As the university libraries do not provide prescribed books, you need to buy or order the prescribed book from your nearest official bookshop immediately. **You cannot pass the module without the prescribed book.** Please consult the list of official booksellers in the *my Studies @ Unisa* booklet where you will also find their addresses.

If you find it difficult to obtain the textbook from these bookshops, please phone the Prescribed Books section at 012 429 4152 or e-mail vospresc@unisa.ac.za as soon as possible.

ETHICAL CODE OF CONDUCT FOR PRESCRIBED BOOKS

The Department of Communication Science commits itself to promoting the highest standards of professional ethical norms and values when prescribing textbooks authored and/or co-authored by staff members.

Norms and values

Transparency – to create a spirit of openness and trust.

To this end, we will
- openly communicate to our students whenever textbooks authored by members of the department are prescribed
- publish the peer review reports for such textbooks on our departmental website
- accept constructive criticism from students and other stakeholders
- explain and take appropriate action regarding significant risks that can affect students' perception of the department and/or our module offerings in relation to prescribed books

Peer review – to submit our prescribed books to a peer review process by colleagues who are experts in a specific field of study.

To this end, we will
- ensure that prescribed books authored by members of staff have been through a rigorous process of peer review to ascertain their suitability for the module and level for which they are prescribed

Honesty – to be forthright in dealings with students.

To this end, we will
- prescribe books of value that do what we claim in our communications

Responsibility – to accept the consequences of our decisions.

To this end, we will
- strive to serve the needs of students and our respective fields of research
- avoid coercion from the marketplace, for example reject manipulations and sales tactics that might impact negatively on trust

4.2   Recommended books

There are no recommended books for this module.

4.3   Electronic reserves (e-reserves)

There are no e-reserves for this module.

4.4   Inventory letter

At registration, you will have received an inventory letter telling you what you had already received in your study package and showing items that you had yet to receive. Also see the booklet *my Studies @ Unisa* in this regard.

Check the study material that you have received against the inventory letter. You should have received all the items that are listed in the inventory unless there any exceptions indicated by a statement such as "out of stock" or "not available". Any such items will be posted as soon as they become available.

PLEASE NOTE:

Your lecturers cannot help you with outstanding study material.

4.5   Study material

The study guide is a guide that will help you to study the module for the purpose of the examination. It includes various activities aimed at teaching you practical skills.

Apart from this tutorial letter and Tutorial Letter 301, you will receive other tutorial letters during the semester. Tutorial Letter CMNALLE/301 contains important guidelines and information regarding your studies. This tutorial letter that you are reading now (101) is entitled *Scheme of work, study resources and assignments* and contains essential information on administrative matters, assignment details such as due dates and the assignment questions, as well as the prescribed sources for the module. It is essential that you carefully read through both these tutorial letters, before you attempt your assignments.

If you have access to the internet, you can view the study guides and tutorial letters for the modules for which you are registered on the university's online forum, myUnisa, at http://my.unisa.ac.za.

4.6   myUnisa resources

Check the myUnisa website for this module and look under "Prescribed material" for the electronic version of the tutorial letters and study guide and CMNALLE tut letter for referencing. **Announcements and other information concerning the module also appear on MyUnisa under "Additional resources". Please ensure that you check your myLife e-mail account regularly.**

4.7   Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to http://www.unisa.ac.za/library. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

* finding recommended reading in the print collection and e-reserves –
  http://libguides.unisa.ac.za/request/undergrad
* requesting material – http://libguides.unisa.ac.za/request/request
* postgraduate information services – http://libguides.unisa.ac.za/request/postgrad
* finding, obtaining and using library resources and tools to assist in doing research –
  http://libguides.unisa.ac.za/Research_Skills
* how to contact the library/finding us on social media/frequently asked questions –
  http://libguides.unisa.ac.za/ask

The librarian responsible for the information needs of the Department of Communication Science, and thus of COM2603, is Mr Dawie Malan.

He can be contacted in any of the following ways:

Via e-mail: malandj@unisa.ac.za
Phone: +27 12 429 3212
Fax: +27 12 429 2925

Online library services

We encourage you to use the library's excellent facilities on the main campus in Pretoria or the library online. To find the library's homepage, point your browser to http://www.unisa.ac.za, click on "Library", and then click on "Library catalogue". The page header is **Oasis library catalogue**, and library services are listed under **Search options** and **Other options**.

5   STUDENT SUPPORT SERVICES

Important information appears in the *my Studies @ Unisa* brochure.

5.1   Contact with Unisa via e-mail

Each student receives a myLife student e-mail address upon registration. You can access this e-mail address by visiting the link http://mylife.unisa.ac.za. It is important to check your myLife inbox regularly as this is one of the primary methods of communication between Unisa and its students.

5.2   Tutorials

As additional academic support, Unisa offers tutor services for students at the various Unisa **regional learning centres** throughout the country. For details of a learning centre near you, consult the booklet *my Studies @ Unisa*.

A tutorial is an organised session where students and tutors meet regularly at a common venue and at scheduled times to discuss course material. The main purpose of the tutorial services is to facilitate your learning by developing your independent learning skills and helping you to become a motivated and independent learner. Tutorials help you to develop and enhance your learning experience and academic performance through interaction with the tutor and fellow students. Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. If you are interested, consult a learning centre closest to you to enrol for tutorials. For further information on tutorials, consult the brochure *my Studies @ Unisa*.

For information on the student support system and the various services that are available at Unisa (for example student counselling, tutor and language support), consult the booklet *my Studies @ Unisa,* which you received with your study material.

5.3   Study groups

We advise you to have contact with your fellow students. One way to do this is to form study groups. The addresses of students in your area can be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.4   myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The myUnisa learning management system is Unisa's online forum that will help you to communicate with your lecturers, other students and Unisa's administrative departments – all through the computer and the internet.

To go to the myUnisa website, start at the main Unisa website (http://www.unisa.ac.za) and then click on the "Login" to myUnisa link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in http://my.unisa.ac.za. Consult the booklet *my Studies @ Unisa* for more information on myUnisa.

5.5   Discussion classes

No satellite or discussion classes will be held in 2018 and video conferencing classes have not yet been confirmed for 2018. However, please check your follow-up tutorial letters for more information in this regard.

We will host **online classes** via our departmental laboratory. We will update students on this throughout the year via SMS and myUnisa.

6   STUDY PLAN

Module specific:

Use the *my Studies @ Unisa* brochure for general time management and planning skills. You need to approach this module as follows:

Read this tutorial letter (Tutorial Letter 101 for COM2603) from beginning to end. This is very important as it orientates you as regards the entire content of the module and informs you about your assignments and what you need to do to pass the examination. Keep this letter in a safe place. You will need to refer to it throughout the year.

Turn to the study guide COM2048 for COM2603 and read the Introduction which outlines an overview, structures the contents and explains various learning outcomes of this module.

COM2048 was the old code for this module and the study guide still carries the COM2048 designation.

However, it is still used for COM2603 and its contents are correct for the module.

PLEASE NOTE:

The study guide consists of **three** sections:

Section A
Intercultural communication

Please see the table below for how the units in the study guide relate to specific chapters in the prescribed book. Also source this independently by using the contents page appropriately.

Section B
Development Communication

Section C
Health communication

STUDY GUIDE UNITS IN RELATION TO SPECIFIC CHAPTERS IN THE PRESCRIBED BOOK

STUDY GUIDE UNITS	PRESCRIBED BOOK CHAPTERS
Study unit 1	Chapter 1
Study unit 2	Chapter 2, 4
Study unit 3	Chapter 3
Study unit 4	Chapters 5 and 6
Study unit 5	Chapter 3
Study unit 6	Chapter 7
Study unit 7	Chapter 8
Study unit 8	Chapter 13
Intercultural communication in the tourism context	Chapter 9
Part B: Development communication	**Chapter 13**
Part C: Health communication	**Chapter 12**
Intercultural communication and business communication	Chapter 10 (can be linked to globalisation aspects in the study guide)
Intercultural communication and education (South African context)	Chapter 11

*Please note that you should use the study guide and prescribed textbook together.

Refer to both for the topics you will be covering.

You may find information on the same topic in more than one chapter or unit.

You will also find that the chapter numbers in the prescribed book and the unit numbers in the study guide do not always correspond. You are required to use the contents page independently when you are working between these texts.

Study guide	Section topic	New prescribed book
Activity 1.1	Why study intercultural communication?	Chapter 1
Activity 1.2	The history of the study of intercultural communication – early development of the discipline	No reference
Activity 1.3	The history of the study of intercultural communication – approaches	No reference
Activity 1.4	The history of the study of intercultural communication – dialectical approach	No reference
Activity 2.1	Culture and communication – culture	Pages 21-28
Activity 2.2	Culture and communication – communication	Pages 28-31
Activity 2.3	Culture and communication – context and power	Pages 31-33
Activity 2.4	Culture and communication – histories	No reference
Activity 2.5	Culture and communication – the power of histories	No reference
Activity 2.6	Culture and communication – history and identity	No reference
Activity 2.7	Culture and communication – intercultural communication and history	No reference
Activity 3.1	Identity and intercultural communication – the dialectic nature of identity	No reference
Activity 3.2	Identity and intercultural communication – identity and language	No reference
Activity 3.3	Identity and intercultural communication – identity development	Pages 59–62
Activity 3.4	Identity and intercultural communication – social and cultural identities	Pages 48–58
Activity 3.5	Identity and intercultural communication – stereotypes and prejudice	Pages 33–-38
Activity 3.6	Identity and intercultural communication – multiculturalism	Pages 62–65
Activity 4.1	Language and intercultural communication – the dialectic nature of language	Pages 90–92
Activity 4.2	Language and intercultural communication – language and perception	Pages 92–94
Activity 4.3	Language and intercultural communication – cultural variations in language	Pages 94–97
Activity 4.4	Language and intercultural communication – multilingualism	Pages 102–107
Activity 4.5	Language and intercultural communication – language, politics and policies	Pages 106–107
Activity 4.6	Nonverbal codes and cultural space	Pages 116–123
Activity 4.7	Nonverbal codes and cultural space – cultural space	
Activity 5.1	Understanding intercultural transitions	Pages 9–13
Activity 5.2	Understanding intercultural transitions – thinking dialectically about intercultural transitions	No reference
Activity 5.3	Understanding intercultural transitions – six trends in international migration	No reference
Activity 5.4	Understanding intercultural transitions – types of migrant groups	No reference

Activity 5.5	Understanding intercultural transitions – types of migrant groups	No reference
Activity 5.6	Migrant-host relationships	No reference
Activity 5.7	Cultural adaptation	No reference
Activity 5.8	Cultural adaptation – interpretive approach	Pages 62–65
Activity 5.9	Cultural adaptation – critical approach	Pages 62–65
Activity 6.1	Learning about culture without personal experience	Pages 128–131
Activity 6.2	Consuming and resisting popular culture	Pages 134–137
Activity 6.3	Representing cultural groups	Pages 137–138
Activity 6.4	US popular culture and power	Pages 131–134
Activity 7.1	Culture, communication and intercultural relations	Pages 142–144
Activity 7.2	Thinking dialectically about intercultural relationships	No reference
Activity 7.3	Benefits and challenges of intercultural relationships	Pages 142–147
Activity 7.4	Intercultural relationships	Pages 147–159
Activity 8.1	Characteristics of intercultural conflict	Pages 235–236
Activity 8.2	Two theoretical approaches and the dialectic perspective	No reference
Activity 8.3	Social science approach to conflict – types of conflict	Pages 236–237
Activity 8.3	Social science approach to conflict – strategies for dealing with conflict	Pages 238–239
Activity 8.4	Interpretive and critical approaches to conflict	No reference
Activity 8.5	Managing intercultural conflict	Pages 239–140
Activity 8.6	The future of intercultural communication – the components of competence	No reference
Activity 8.7	The future of intercultural communication – applying knowledge about intercultural communication	No reference
Activity 8.8	The future of intercultural communication – what the future holds	No reference

To complete your studies you need to study **all three** sections:

In order to complete section A: Intercultural Communication, you need to acquire the prescribed book as well as use your study guide.

For section B: Development Communication and section C: Health Communication, you need to study the material in both the study guide and the prescribed book.

Draw up your own study programme for a semester period of 15 weeks. Take the examination date into consideration and allow yourself sufficient time to revise for the examination as we suggest.

Start your studies at learning unit 1 of your study guide. Do all the activities in each learning unit as they will not only better prepare you for the examination, but will also teach you various skills that you will be able to apply in real-life working situations.

7   PRACTICAL WORK AND WORK-INTEGRATED LEARNING

Not applicable to this module.

8   ASSESSMENT

8.1   Assessment criteria

You have to submit TWO assignments.

As your FIRST compulsory assignment you will submit Assignment 01 (a written assignment on all three sections of this module in PDF or Word format only).

For your SECOND compulsory assignment you will submit Assignment 02 (a multiple-choice assignment on all three sections of this module).

Please note:
You are required to use both the prescribed book and the study guide to answer your assignments for this module. Please bear in mind that both assignments contribute to your semester mark.

Admission to the examination is NOT automatic. You have to hand in the assignments by the due date to gain admission to the examination. If you do not do so, you will NOT qualify to sit for the examination and will, in effect, be cancelling your registration for this module.

Assignment 01 will contribute 10% towards your final mark.

Assignment 02 will contribute 10% towards your final mark.

The examination will contribute 80% towards your final mark.

8.2   Assessment plan

Assignments are part of the learning material for this module. As you do the assignments, study the reading texts, discuss the work with fellow students/tutors or do research, you are actively engaged in learning. A look at the assessment criteria provided for each assignment will help you to understand more clearly what is required of you.

For detailed information and requirements as far as assignments are concerned, see the *my Studies @ Unisa* brochure, which you received with your study package.

8.3   Assignment numbers

8.3.1   General assignment numbers

Assignments are numbered consecutively per module, starting from 01. **Written assignments must be submitted in WORD or PDF format only.**

8.3.2   Unique assignment numbers

In addition to the general assignment numbers (for example 01 or 02), assignments also have unique assignment numbers.

In this module, unique assignment numbers apply to all assignments in both semesters.

SEMESTER 1

If you are registered for Semester 1, the unique numbers for your assignments are as follows:

Assignment 01   790092

Assignment 02   741920

SEMESTER 2

If you are registered for Semester 2, the unique numbers for your assignments are as follows:

Assignment 01   571509

Assignment 02   705570

8.4   Assignment due dates

PLEASE NOTE:

- Assignment 01 is a written assignment on all three sections of this module.

- Assignment 02 is a multiple-choice assignment on all three sections of this module.

The due dates for the submission of the assignments are as follows:

SEMESTER 1

Assignment 01   9 March 2018

and

Assignment 02   9 April 2018

SEMESTER 2

Assignment 01   17 August 2018

and

Assignment 02   17 September 2018

Both assignments have to be submitted by their due dates. **No extensions** will be granted for the submission of assignments. The due dates have been selected according to criteria that include the Department of Education's cut-off dates for the subsidy to Unisa.

No late assignments will be accepted. If we receive your assignment after the due date, we will return it to you unmarked. You will have to do a self-assessment against the feedback provided to you in the feedback Tutorial Letter 201.

It is therefore very important that you prepare and submit your assignments as early in the semester as possible.

8.5   Submission of assignments

You may submit written assignments either by post or electronically via myUnisa. Assignments may **not** be submitted by fax or e-mail. Lecturers are not allowed to receive e-mailed assignments. For detailed information on and the requirements for submitting assignments, see the booklet *my Studies @ Unisa*. The **written assignment must be submitted in WORD or PDF format only.**

NOTE

Although students may work together when preparing assignments, each student has to write and submit his/her own individual assignment. In other words, you have to submit your own ideas in your own words – sometimes interspersing relevant short quotations that are properly referenced in your writing. It is unacceptable for students to submit identical assignments on the basis that they worked together. This amounts to copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, students who do this may be penalised or subjected to disciplinary proceedings by the university.

8.5.1   Submitting assignments via post

When submitting an assignment via post, please use the following address:

Assignment Section
PO Box 392
UNISA
0003

8.5.2   Submitting assignments via myUnisa

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on "Assignments" in the left-hand menu.
- Click on the assignment number that you want to submit.
- Follow the instructions on the screen.

8.6   The assignments

Structure each of the assignments in the following way:

On the first page, write down

- the code of the module (COM2603)
- the title of the module (Intercultural, Development and Health Communication)
- the semester (Semester 1 or Semester 2)
- the number of the assignment (Assignment 01 or Assignment 02)
- the name of the assignment (written/multiple-choice)
- your declaration that the assignment is your own work

Ensure that your grammar and spelling are correct in all your assignments. **Also please remember to make use of CMNALLE tutorial letter for information on how to reference in-text as well as in your list of sources consulted and how to adhere to all the technical requirements of the department.**

For the **written assignment**, **include a table of contents** that incorporates all of the headings and subheadings in the assignment and also the page numbers on which they appear. Begin the written part of your assignment on the next page.

The written part of your assignment has to begin with an **introduction** entitled "Introduction" and it has to end with a **conclusion** entitled "Conclusion". **A single introduction and conclusion for the whole assignment is adequate but you need to introduce all three sections at once. You do not need to write introductions and conclusions for the various sections.**

Use **source references** where you derive information directly from a literature source in the body of the assignment. Include a **list of sources (sources consulted)** at the end.

Use Tutorial Letter CMNALLE/301 as a guide for the format of the table of contents, headings, subheadings, references and list of sources.

For each written assignment, 5% is allocated to technical quality because an objective of the assignment is to equip you with the ability to write in the correct academic style.

However, marks are subtracted for not referencing in-text (per question) as this is considered as plagiarism.

Minimum criteria for the evaluation of your performance

Refer to CMNALLE/301 in this regard.

The criteria applicable to the evaluation of your performance are as follows:

TECHNICAL PRESENTATION							
1	Personal **declaration** of own work and the assignment is correctly structured	0	1	2	3	4	5	
2	All sources are **referenced in text**	0	1	2	3	4	5	
3	A **list of sources** consulted is attached	0	1	2	3	4	5	
4	Correct **referencing techniques** are used	0	1	2	3	4	5	
5	**Grammar, typing errors, terminology, spelling rules, et cetera**	0	1	2	3	4	5	
								25%

Use the study guide and the prescribed book as your primary sources.

Your aim should be to answer the question. In doing so, use the mark allocation per question as a guide to how much you need to write.

8.6.1 Plagiarism

Plagiarism is the act of taking words, ideas and thoughts of others and passing them off as your own. It is a form of theft which involves a number of dishonest academic activities. The *Disciplinary Code for Students* (2004) is given to all students at registration. Study the Code, especially sections 2.1.13 and 2.1.4 (2004:3-4). Read the university's policy on copyright infringement and plagiarism as well.

If you rewrite chunks from the prescribed book for your written assignment without acknowledging the author and publication, this constitutes plagiarism. Please refrain from rewriting other texts. **You are supposed to interpret the information and make it your own, but also to acknowledge the author throughout your discussion, as you are not the expert**.

Refer to Tutorial Letter CMNALLE/301 for the correct reference techniques. **If you do not reference in-text (per question in the written assignment) in addition to listing the sources consulted, you will lose marks per question in the written assignments. Please refer to Tutorial Letter CMNALLE/301 and reference correctly.**

8.6.2 Comments and feedback on assignments

For written assignments, markers will comment on your work. However, feedback on compulsory assignments **will be sent in a follow-up tutorial letter to all students who are registered for this module** and not only to those students who submit the assignments. The follow-up tutorial letters will be numbered either 102 or 201.

As soon as you have received the feedback, check your answers. The assignments, the comments and the feedback are an important part of your learning and will help you to be better prepared for the next assignment and the examination.

8.7   Other assessment methods

No other assessment methods – over and above the assignments and the examination – are required for this module.

8.8   Assignment questions

8.8.1   Semester 1

ASSIGNMENT 01

WRITTEN ASSIGNMENT

INTERCULTURAL/DEVELOPMENT AND HEALTH COMMUNICATION

Assignment unique number	**790092**
Due date	**9 March 2018**
Contact lecturers	**Dr S Moola/Ms Sibango**

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1   INTRODUCTION   (2½)

You need to introduce the entire assignment – that is, you are required to briefly introduce all three sections discussed in the assignment.

2   SECTION 1
     INTERCULTURAL COMMUNICATION

QUESTION 1
INTERCULTURAL COMMUNICATION

Discuss the following building blocks of intercultural communication and provide examples related to the intercultural context:

1.1   Culture and refer to its characteristics.   (5)

1.2   Context: distinguish between political and historical context.   (5)

1.3   Power with emphasis on two types of group related power.   (5)

QUESTION 2

2.1   Employees at Mukwevho Warehouse seem to be having problems because of cultural differences. You have discovered that the source of their communication challenges is their differences in work-related values. Discuss the following work-related values and provide examples:

2.1.1   Individualism vs collectivism.   (5)

2.1.2   Task vs relationship priority.   (5)

2.2   You also advised the employees at Mukwevho Warehouse to study intercultural communication since the company is planning to expand globally. Discuss the economic imperatives as one of the imperatives for studying intercultural communication, by focusing on the following:

2.2.1   The workplace.   (2½)

2.2.2   The global economy.   (2½)

3   SECTION 2
DEVELOPMENT COMMUNICATION

QUESTION 1

1.1   Define corporate social responsibility (CSR) with practical examples of actual organisations that partake in this cause.   (5)

1.2   Provide an explanation of the role of the communication expert in CSR.   (5)

1.3   Provide a discussion on "eurocentric style of doing business" and explain how this style does not always address community needs.   (5)

QUESTION 2
THE USE OF MASS MEDIA IN DEVELOPMENT COMMUNICATION

Explain how the following media can be used to promote development support communication. Provide **practical examples** from the media to support your discussions.

2.1   Press   (4)

2.2   Radio   (5)

2.3   Television   (3)

2.4   Film   (3)

4   SECTION 3
HEALTH COMMUNICATION

QUESTION 1

Please refer to both your study guide as well as prescribed text book in order to answer this question.

1.1   Define health communication and provide practical examples to support your answer (medical setting examples only).   (5)

1.2   Provide a discussion on the importance of communication in healthcare settings. Provide practical medical examples to substantiate your discussion.   (5)

1.3 Provide an explanation of language barriers and its effects on healthcare services, provide examples to support your explanation. (5)

QUESTION 2
CONCEPTS IN HEALTH COMMUNICATION

Refer to the scenario below in order to answer the questions that follow. Please remember to reference all in-text sources used to explain theoretical definitions below. Refer to tutorial letter CMNALLE/301.

> Sipho is ill and he needs to obtain help from a medical doctor. He goes to the hospital and meets a nurse, a pathologist and sees a physiotherapist. Back at home his mother insists he should see a Sangoma about his health. But his father and brother advise him to go the hospital. Sipho feels confused about where he should go for help. He is of the opinion that a hospital is a more formal setting than a Sangoma's house.

2.1 Provide a definition of a **healthcare professional** with practical examples of such from the scenario above. (3)

2.2 Provide a definition of a **patient** with an example from the scenario of such a person. (3)

2.3 Provide a definition of **significant other** with practical examples of such from the scenario above. (3)

2.4 Define **clients** and provide practical examples of such from the scenario above. (3)

2.5 Explain what you understand by a **health communication context** and provide examples from the scenario above to substantiate your answer. (3)

5 CONCLUSION (2½)

You should conclude the assignment by making brief reference to all three sections discussed.

Technical presentation [5]

TOTAL 100

Use the following as a checklist for technical presentation:

- Have you included a declaration as a first page to your assignment? Have you and a witness signed your declaration? (Or have you provided the names of your witness/es if you submitted the assignment online?)

- Have you included a table of contents with headings and the correct levels of headings?

- Have you numbered and separated the pages from one another?

- If your assignment is typed, have you left a right-hand margin of approximately 4 cm for tutorial comments?

- Have you edited your assignment to ensure that there are no spelling and language errors?

- Have you correctly cited (referenced) the discussion with the correct in-text references?

- Have you included a list of sources consulted at the end of your assignment?

- Have you listed the study guide and all the other sources you used (internet articles, books, articles, tutorial letters used) in your list of sources consulted?

FOR YOUR SECOND ASSIGNMENT YOU HAVE TO ANSWER MULTIPLE-CHOICE QUESTIONS

ASSIGNMENT 02
MULTIPLE-CHOICE ASSIGNMENT
INTERCULTURAL/DEVELOPMENT AND HEALTH COMMUNICATION
Assignment unique number   741920 **Due date**   9 April 2018 **Contact lecturers**   Dr S Moola/Ms Sibango

SECTION 1
INTERCULTURAL COMMUNICATION

Q1   Which of the following sets below represent the steps of minority identity development?

     (1)   Unexamined identity, conformity, resistance, redefinition and reintegration.
     (2)   Unexamined identity, acceptance, resistance, redefinition and reintegration.
     (3)   Unexamined identity, acceptance, resistance and separatism, redefinition and reintegration.
     (4)   Unexamined identity, conformity, resistance and separatism and integration.

Q2 According to the U-curve theory of adaptation, the first phase that immigrants go through when adapting to a new cultural situation is … .

(1) adaptation
(2) anticipation
(3) redemption
(4) culture shock

Q3 Vusi is from Bulawayo, but grew up in South Africa, and is fluent in Zulu. His friends from Bulawayo say he is denying his Ndebele identity, and his friends in Johannesburg say he is more Zulu, because he spent more time with them, and does not know much about Zimbabwe. Vusi tries to assimilate to both identities but does not feel at home with any of them.

Vusi can be described as multicultural person with a … .

(1) encapsulated identity
(2) constructive identity
(3) intercultural identity
(4) unexamined identity

Q4 Some of the limitations of value frameworks are … .

(a) value frameworks tend to ignore individual variation and may reduce individuals to stereotypes associated with their group
(b) value frameworks ignore differences between groups and mainly focus on similarities between them
(c) value frameworks ignore similarities between groups and place emphasis on uniqueness of each group
(d) the theory of value frameworks uses inductive approach and offers a limitless set of value orientations

(1) (a) (c)
(2) (b) (c)
(3) (c) (d)
(4) (b) (d)

Q5 Cultural groups that emphasise a feminine orientation stress … .

(1) ambition
(2) nurturance
(3) achievement
(4) masculinity

Q6   Thandi and Nora are friends but they also argue about their political beliefs. Because they enjoy each other's company, they decided to give up their political views to maintain their friendship.

In intercultural marriages, this style of interaction is referred to as … .

(1)   submission style
(2)   consensus style
(3)   compromise style
(4)   obliteration style

Q7   Which of the following definitions are mismatched?

(a)   Affective conflict occurs when individuals have different ideologies.
(b)   Goal conflict occurs when people disagree about a preferred outcome.
(c)   Intercultural conflict involves perceived or real incompatibility of goals.
(d)   Destructive conflict involves threat, deception and poor communication.

(1)   (a) (c)
(2)   (b) (d)
(3)   (c) (d)
(4)   (b) (c)

Q8   Identify the two identities that are **correctly** matched with the description.

(a)   Sexual identity – I am a female
(b)   Professional identity – I am a nurse
(c)   Age identity – I am 70 years old
(d)   Gender identity – I am gay

(1)   (a) (d)
(2)   (b) (c)
(3)   (a) (c)
(4)   (a) (c)

Q9   Busi recently visited Swaziland, when she came back, she wrote on her Facebook status that South Africa was the best country in Africa. She said people from Swaziland should visit South Africa so that they can be civilised like her. Her friends in Swaziland were offended and did not want to talk to her again and regard Busi's statement as … .

(1)   prejudice
(2)   stereotyping
(3)   discrimination
(4)   ethnocentrism

Q10   A conflict resolution style that emphasise a verbally direct and confrontational approach
        to dealing with conflict is referred to as… .

        (1)   dynamic style
        (2)   discussion style
        (3)   engagement style
        (4)   accommodation style

SECTION 2
DEVELOPMENT COMMUNICATION

Q11   In development, knowledge developed by the local community instead of experts is
        referred to as… .

        (1)   development knowledge
        (2)   western knowledge
        (3)   conventional knowledge
        (4)   indigenous knowledge

Q12   According to development theory, problems in the third world are caused by … .

        (1)   internal conditions within these countries
        (2)   traditional beliefs of third world countries
        (3)   western domination of third world countries
        (4)   unknown conditions within these countries

Q13   Which two of the following assumptions were shared by the early Modernisation
        theorists?

            (a)   Development is a participatory process.
            (b)   Development is imposed on a society from outside.
            (c)   Each society has a unique path to development.
            (d)   All societies progress from traditionalism to modernity.

        (1)   (a) (c)
        (2)   (b) (d)
        (3)   (a) (d)
        (4)   (c) (d)

Q14   Development projects at Xhora village, were initiated and managed by local community
        members. Government authorities were partners and authorities made decisions with
        them instead of making decisions for them.

        In the participatory paradigm, this kind of approach to participatory development is
        referred to as … .

        (1)   participation as involvement
        (2)   participation as emancipation
        (3)   participation as development
        (4)   participation as one-way

Q15 The first people to adopt an innovation in a community are … .

(1) innovators
(2) laggards
(3) late majority
(4) early majority

Q16 A development support communication expert in Vuwani, is creating messages and putting posters across the community, in order to make them aware of the development projects the government plans to implement in the community.

This level of operation by the development support communication expert is referred to as …. .

(1) meso level
(2) micro level
(3) macro level
(4) meta level

Q17 In communication for social transformation, a two-way interaction between receivers and a source is referred to as … .

(1) dialogue
(2) participation
(3) empowerment
(4) dependency

Q18 Which of the following are examples of media imperialism?

(a) Idealisation of Western journalistic values
(b) The media are owned by local people.
(c) Media content is locally produced.
(d) Extensive use of English in media.

(1) (a) (c)
(2) (b) (d)
(3) (a) (c)
(4) (a) (d)

Q19 The participatory approach advocates for the use of which of the following media?

(1) Folk media
(2) Social media
(3) Mass media
(4) Print media

Q20   Which of the the following is not a principle of development journalism?

(1)   The media should give encourage national autonomy.
(2)   The state has the right to restrict media operations.
(3)   The state should encourage freedom of expression.
(4)   The media should contribute to national development.

SECTION 3
HEALTH COMMUNICATION

Refer to the scenario below to answer questions 21 to 23.

Sarah feels ill and seeks medical care from an HCP her mother recommended to her. She visits Dr Muller to obtain a diagnosis of her health condition. Dr Muller listens attentively to Sarah and nods his head now and then. He also displays an intent, serious look when listening to her and examining her rash. He raises his eyebrows before he diagnoses her. She has caught measles and thus has a rash all over her body.

Q21   Sarah and Dr Muller display the following healthcare relationship for diagnosis and treatment purposes:

(1)   HCP-patient relationship
(2)   HCP-family relationship
(3)   HCP-significant other relationship
(4)   HCP-HCP relationship

Q22   Dr Muller uses non-verbal communication by … .

(1)   listening attentively, shaking her hand and smiling
(2)   listening attentively, nodding and smiling
(3)   listening attentively, nodding his head now and then, displaying an intent, serious look and raising his eyebrows
(4)   smiling, nodding and staring at Sarah

Q23   The significance of family recommendation or family referral to healthcare providers is displayed in Sarah's case above.

Sarah was referred to this specific HCP by her … .

(1)   aunt
(2)   sister
(3)   friend
(4)   mother

Refer to the scenario below to answer questions 24 to 30.

Sipho is not feeling well. A clinic he previously went to, which was based near his rural surrounding area, referred him to the Steve Biko Academic Hospital, which is a state hospital. His bed is in a large room with many other ill patients who have also been admitted to the hospital. He is confined by drips and machines that are helping HCPs diagnose his medical condition. The hospital ward is constantly busy and noisy since the clatter of trolleys, beeps of monitors and rattling of equipment can be heard right down the passage. Sipho is alone and feels strange and sad all at once. He is away from his family in an unfamiliar space.

Q24   Steve Biko Academic Hospital belongs to the state and obtains funding from the state.

Thus the hospital can be classified as a ………. hospital.

(1)   provincial
(2)   private
(3)   fragile care
(4)   semi-private sector

Q25   A formal healthcare setting mentioned in the scenario above is the … .

(1)   clinic in the rural area
(2)   ward at the hospital
(3)   clinic
(4)   Steve Biko Academic Hospital

Q26   An informal health care setting referred to in the scenario that Sipho initially used is the … .

(1)   clinic in the rural area
(2)   Steve Biko Academic Hospital
(3)   healer
(4)   herbal healthcare system

Q27   Since Sipho is confined to his bed and unable to move freely, the environmental factor that can influence his health communication is … .

(1)   freedom
(2)   constraint
(3)   movement
(4)   machines

Q28   The following are examples of sounds or noise in the medical system:

     (1)   Beeps of machines, monitors and babies crying down the passage
     (2)   Rattling of equipment and banging of doors
     (3)   Rattles, singing and walking
     (4)   Clatter of trolleys, beeps of monitors and rattling of equipment

Q29   In state or provincial hospitals ………. is usually non-existent since many patients are placed in the same room, like Sipho in the scenario above.

     (1)   a degree of privacy
     (2)   constraint
     (3)   the healthcare setting
     (4)   time

Q30   Sipho is alone and feels strange and sad all at once.

     This contributes to Sipho's ………. distance.

     (1)   emotional
     (2)   psychological
     (3)   physiological
     (4)   physical

8.8.2   Semester 2

ASSIGNMENT 01

WRITTEN ASSIGNMENT

INTERCULTURAL/DEVELOPMENT AND HEALTH COMMUNICATION

Assignment unique number	**571509**
Due date	**17 August 2018**
Contact lecturer's	**Dr S Moola/Ms Babalwa**

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1   INTRODUCTION   **(2½)**

You need to introduce the entire assignment – that is, you are required to briefly introduce all three sections discussed in the assignment.

2   SECTION 1
**   INTERCULTURAL COMMUNICATION**

QUESTION 1

Refer to the scenario below and answer the questions that follow.

Tayo's shop was burnt because his neighbours thought that he is a drug dealer, since he comes from Nigeria. His neighbour told everyone in the community that all Nigerians are drug dealers. Another neighbour said, South African culture was better than Nigerian culture and that Nigerians should try and act like South Africans. Overall, Tayo experienced difficulty in his community because most people had a negative attitude towards him because of his nationality. When he went looking for a job after his shop was burnt, a company owner told him that they only hire South Africans. Most Nigerians in the country said they had experienced similar situations as Tayo. As a communication expert, you have been asked to teach Tayo's neighbour about intercultural communication.

1.1   Identify and discuss **four** barriers to intercultural communication between Tayo and his neighbours and provide practical examples from the scenario.   (4X4=16)

1.2   Discuss the peace imperative as one of the reasons why Tayo's neighbours should study intercultural communication and provide practical examples from the scenario.
                                                                                                                                (4)

QUESTION 2

2.1   Intercultural communication in business contexts can sometimes be challenging because individuals have different communication styles. Discuss the following communication styles:

2.1.1   Indirect versus direct communication.   (3)

2.1.2   High versus low context communication.   (3)

2.2   Discuss **power issues** in intercultural business encounters, and provide examples from your own experience as an employee or a customer.   (4)

**3   SECTION 2
          DEVELOPMENT COMMUNICATION**

QUESTION 1

1.1   Critically evaluate the modernisation approach to development by discussing five main criticisms against this approach.   (10)

1.2   According to University of South Africa (2008:136) "before the mass media in the Third World can play the role of a 'change agent' in support and promotion of development, there are certain problems that need to be addressed." Provide a discussion of these problems.   (5)

QUESTION 2

2.1   Discuss problems caused by exposure to mass media, and provide **an example** of a **recent advertisement** you have seen and explain how the advertisement has influenced you. State the product that was advertised (name, brand), date and channel your viewed it on.   (5)

2.2   Discuss the main characteristics of the **multiplicity paradigm.**   (4)

2.3   Discuss **similarities** between dependency and modernisation theories.   (6)

4   SECTION 3
HEALTH COMMUNICATION

QUESTION 1

Provide a detailed discussion on **"prejudicial ideologies"** with practical examples to substantiate your explanations.   (15)

Your discussion should include the following aspects:

Use an essay structure with the subheadings/guidelines provided below.

1.1   An introduction (introduce your topic).   (2)

1.2   Define "prejudicial ideologies" in detail.   (3)

1.3   Provide practical examples to substantiate your discussion (your discussion should include: medical professionals and patient scenario types examples).   (3)

1.4   Discussion on mistrust, community cures, generational beliefs.   (3)

1.5   Conclusion.   (1½)

QUESTION 2
ENVIRONMENTAL FACTORS AND ITS EFFECTS ON HEALTHCARE

Provide a theoretical explanation of the following environmental factors (please remember to reference all sources) and provide practical medical setting examples to substantiate your answers below.

2.1   Formal and informal healthcare setting.   (3)

2.2   Degree of privacy.   (3)

2.3   Constraint.   (3)

2.4   Sounds or noise.   (3)

2.5   Physical and psychological distance.   (3)

5   CONCLUSION   **(2½)**

You should conclude the assignment by referring briefly to all three sections discussed.

Technical presentation   [5]

TOTAL   **100**

Use the following as a checklist for technical presentation:

- Have you included a declaration as a first page to your assignment? Have you and a witness signed your declaration? (Or have you provided the names of your witness/es if you submitted the assignment online?)

- Have you included a table of contents with headings and the correct levels of headings?

- Have you numbered and separated the pages from one another?

- If your assignment is typed, have you left a right-hand margin of approximately 4 cm for tutorial comments?

- Have you edited your assignment to ensure that there are no spelling and language errors?

- Have you correctly cited (referenced) the discussion with the correct in-text references?

- Have you included a list of sources consulted at the end of your assignment?

- Have you listed the study guide and all the other sources you used (internet articles, books, articles, tutorial letters used) in your list of sources consulted?

FOR YOUR SECOND ASSIGNMENT YOU HAVE TO ANSWER MULTIPLE-CHOICE QUESTIONS

ASSIGNMENT 02
MULTIPLE-CHOICE ASSIGNMENT
INTERCULTURAL/DEVELOPMENT AND HEALTH COMMUNICATION
Assignment unique number 　　　　　　　　 **705570**
Due date 　　　　　　　　　　　　　　　　 **17 September 2018**
Contact lecturer's 　　　　　　　　　　　　 **Dr S Moola/Ms Babalwa**

SECTION 1
INTERCULTURAL COMMUNICATION

Q1　　Which of the following are visible layers of culture?

       (a)　Attitudes
       (b)　Verbal
       (c)　Non-verbal
       (d)　Beliefs

    (1)　(a) (c)
    (2)　(b) (c)
    (3)　(b) (d)
    (4)　(a) (d)

Q2   Which of the following definitions are correctly matched?

(a)   Discrimination involves overt actions to exclude, avoid or distance from others.
(b)   Stereotyping involves violent actions against members of other cultural groups.
(c)   Prejudice is a negative attitude towards a cultural group based on little experience.
(d)   Ethnocentrism is the belief that one's own cultural group is inferior to others.

(1)   (c) (d)
(2)   (b) (c)
(3)   (a) (c)
(4)   (a) (d)

Q3   People in Mali village stress the importance of quality of life and believe men and women should be treated as equals.

According to Hofstede, their beliefs can be described as a … .

(1)   masculine orientation
(2)   feminine orientation
(3)   uncertainty avoidance
(4)   high power distance

Q4   Which of the following sets below represent the steps of majority identity development?

(1)   Unexamined identity, conformity, resistance, redefinition and reintegration.
(2)   Unexamined identity, acceptance, resistance, redefinition and reintegration.
(3)   Unexamined identity, acceptance, resistance and separatism, redefinition and reintegration.
(4)   Unexamined identity, conformity, resistance and separatism and integration.

Q5   Identify the two identities which are *correctly* matched with the description.

(a)   Ethnic identity – I am a black
(b)   National identity – I am Angolan
(c)   Religious identity – I am American
(d)   Racial identity – I am Coloured

(1)   (a) (d)
(2)   (a) (d)
(3)   (b) (d)
(4)   (b) (c)

Q6   According to the U-curve theory of adaptation, the second phase that immigrants go through when adapting to a new cultural situation is … .

(1)   adaptation
(2)   anticipation
(3)   redemption
(4)   culture shock

Q7   John and Zoe are a couple from different cultural backgrounds who decided to give up their cultures in order to create a new one.

This style of interaction is referred to as … .

(1)   submission style
(2)   obliteration style
(3)   consensus style
(4)   compromise style

Q8   Thandi is from a biracial family, although her friends tried to force her to identify with one race, she made her own choice, and prefers to be 'in between' rather than to choose one.

Thandi, can be described as a multicultural person with a/an … .

(1)   encapsulated identity
(2)   constructive identity
(3)   intercultural identity
(4)   unexamined identity

Q9   .... conflict occurs when people disagree about a preferred outcome.

(1)   Value
(2)   Affective
(3)   Goal
(4)   Intercultural

Q10   A conflict resolution style that emphasise an indirect approach for dealing with conflict and a more emotionally restrained manner is referred to as… .

(1)   dynamic style
(2)   discussion style
(3)   accommodation style
(4)   engagement style

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SECTION 2
DEVELOPMENT COMMUNICATION

Q11   Which one of the following statements is not a principle of development journalism?

(1)   The mass media must make a positive contribution to national development.
(2)   The government can restrict journalistic freedom to promote development.
(3)   The mass media must not give priority to information about national issues.
(4)   The mass media must encourage solidarity among the underdeveloped nations.

Read the following scenario and answer questions 12 and 13 below.

"A white project leader and a few volunteers came across a black woman in an informal settlement in dire need for help. The woman, who was looking after 10 abandoned and orphaned children, lived with all the children in a shack. The project leader and her volunteers went to the woman to find out what she needed and what they could do to help. The black woman asked for a new roof for her shack, because the existing roof was old and leaked during rainy seasons. The project leader and volunteers quickly raised the funds for the new roof and before long, they were ready to build the new roof for the shack. The project leader and volunteers, who all had a eurocentric background, started to build a roof for the shack. The new roof of the shack was constructed as a replica of roofs of modern westernised houses, usually found in urban areas, instead of the practical flat roof that most shacks have. When the first rains came, the new roof of the shack leaked even more than the old roof." (Martin et al 2013:244).

Q12   Although the black woman identified her own needs, this cannot be considered as a proper participatory project.

What was needed to make this a successful participatory development project?

(a)   The black woman should have participated in the planning and implementation.
(b)   Indigenous knowledge should have been used for planning and implementation.
(c)   A construction company should have been engaged for planning and implementation.
(d)   The woman should have been trained to construct and repair her own shack's roof.
(e)   A better and more accurate replica of a modern Westernised roof should have been constructed.

(1)   (a) (c) (e)
(2)   (b) (d) (e)
(3)   (a) (b) (d)
(4)   (c) (d) (e)

Q13   The project leader and volunteers followed the modernisation paradigm.

How could they have used indigenous knowledge to make this a successful participatory project?

(a)   Replaced the old roof with a replica of existing shack roofs in the local community.
(b)   Commissioned a large construction company to build the roof from imported materials.
(c)   Provided tools and materials and trained the black woman to build and repair her own roof.
(d)   Included the black woman in the planning and implementation of the project.

(1)   (a) (b) (c)
(2)   (a) (b) (d)
(3)   (a) (c) (d)
(4)   (b) (c) (d)

Q14   Which two assumptions were shared by all the early theories of social change?

(a)   Social change is a revolutionary process.
(b)   Social change is an evolutionary process.
(c)   Each society has a unique path to development.
(d)   All societies progress from traditionalism to modernity.

(1)   (a) (c)
(2)   (a) (d)
(3)   (b) (d)
(4)   (c) (d)

Q15   Which communication model best describes the assumptions of the diffusion of innovations approach?

(1)   Hypodermic needle model of communication.
(2)   Selective exposure communication model.
(3)   Direct effect model of communication.
(4)   Two-step flow model of communication.

Read the following paragraph and answer questions 16 and 17 below.

> "Farmers will not adopt new ideas and products if they do not have a real possibility to do so or if they will not benefit from it, no matter how cleverly the information has been designed. In many developing nations farmers are tenants or the land is divided into small plots. The farmer may own small pieces of land scattered over a large area. What is needed to improve living conditions and efficiency of farming in such situations is land reform, not information. A change in the structure of society is needed, not technical know-how. This can be put in another way: information can never substitute for structural changes, no matter how ambitious the effort" (Hedebro 1984, in Martin et al 2013).

Q16   Which two changes are essential before farmers begin to benefit from development?

   (a)   Infusion of more appropriate technical information.
   (b)   Change in the structure of society.
   (c)   Dividing the land into smaller farming units.
   (d)   Effecting an extensive land reform programme.

   (1)   (a) (b)
   (2)   (a) (c)
   (3)   (b) (c)
   (4)   (b) (d)

Q17   What are the main causes preventing the development of the farmers?

   (a)   Famers do not value or appreciate the benefits of development.
   (b)   Farmers do not have the ability to apply the information.
   (c)   Farming land is divided into small and inefficient plots.
   (d)   Farmers do not own the land on which they farm.
   (e)   Farmers do not have sufficient technical knowledge.

   (1)   (a) (b) (c)
   (2)   (a) (c) (e)
   (3)   (b) (d) (e)
   (4)   (b) (c) (d)

Q18   Which of the following statements correctly describe media imperialism?

   (a)   The media are owned by foreigners.
   (b)   Content of the media is not locally produced.
   (c)   Communication flows is free and fair.
   (d)   Media markets are owned by Western countries.
   (e)   Media content promotes Western values.

   (1)   (a) (b) (c) (d)
   (2)   (a) (b) (d) (e)
   (3)   (b) (c) (d) (e)
   (4)   (a) (b) (c) (e)

Q19 What are the reasons that the western mass media produce ideologically distorted reports on the Third World?

(a) Third World countries are described as a homogeneous block despite their differences.
(b) Third World countries are evaluated in terms of their deviance from Western democracy.
(c) Economic problems of the Third World are described as a problem the West must solve.
(d) International debt is presented as a costly problem for Western banks to finance.
(e) Successful development in the Third World is represented as proof of local initiatives.

(1) (a) (b) (c) (d)
(2) (a) (b) (d) (e)
(3) (b) (c) (d) (e)
(4) (a) (c) (d) (e)

Q20 The model of communication of the new participatory development paradigm is based on the ………. model of communication.

(1) one-way
(2) top-down
(3) two-way
(4) two-step

SECTION 3
HEALTH COMMUNICATION

Q21 ………. probed and challenged people's ideas about subjects as such as justice and goodness.

(1) Socrates
(2) Plato
(3) Aristotle
(4) Obama

Refer to the scenario below in order to answer questions 22 to 26.

In healthcare settings in South Africa HCPs are faced with many challenges such as staff shortages, limited resources and limited medication. South Africa is a diverse country with 11 official languages. In the healthcare setting HCPs need to cater for cultural differences, significant others and socioeconomic differences of patient backgrounds. The majority of the citizens make use of public healthcare for medical treatment.

Q22   Significant others can help sick patients in the public healthcare system cope with medical disorders.

The following are examples of significant others:

(1)   Family and friends
(2)   Family and medical systems
(3)   Public healthcare systems
(4)   Culture and medical systems

Q23   Public healthcare systems in South Africa are challenged by ………. which make service delivery hard to achieve.

(1)   limited treatment and different socioeconomic status
(2)   staff shortages, limited resources and limited medication
(3)   public healthcare challenges
(4)   medical treatment and low service delivery fees

Q24   A traditional approach to medicine entails … .

(1)   science and treatment options
(2)   cultural contexts
(3)   power or religion, natural products, ancestors and witchcraft
(4)   biomedical beliefs

Q25   South Africa is a diverse country with many different cultures.

Culture refers to … .

(1)   collective sense-making (shared meaning and ways of experiencing reality) and consists of shared beliefs, values, attitudes and behaviour
(2)   multiculturalism
(3)   diversity
(4)   contexts

Q26   Health communication is further influenced by the fact that the population or the clients of healthcare in South Africa are … .

       (1)   multicultural
       (2)   from a Third World country
       (3)   government sponsored
       (4)   language orientated

Q27   The dissemination and interpretation of health-related messages by participants in the healthcare process is defined as … .

       (1)   health communication
       (2)   health education
       (3)   health citizenry
       (4)   communication science

Q28   A doctor's power over patients includes ………. and ………. .

       (1)   medical knowledge; access to treatment
       (2)   social services; finance
       (3)   finance; documentation recording
       (4)   quality; quantity

Q29   In South Africa the state contributes to ………. of all expenditure on healthcare, while the public healthcare sector is under pressure to provide services to ………. of the population in this country.

       (1)   40%; 80%
       (2)   30%; 50%
       (3)   20%; 70%
       (4)   10%; 60%

Q30   The private sector is run on ………. and caters for ……….

       (1)   the healthcare system; lower income earners
       (2)   commercial lines; middle- and high-income earners
       (3)   domestic lines; low-income earner
       (4)   national healthcare; high-income earners

8.9   THE EXAMINATION

Use the *my Studies @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

8.9.1 Examination admission

The only requirement for your admission to the examination is that you submit your compulsory assignments by the due dates as indicated above.

8.9.2 Examination period

This module is offered over a semester period of 15 weeks. This means that, if you are registered for the first semester, you will write the examination in May/June 2018. The supplementary examination will be written in October/November 2018.

If you are registered for the second semester, you will write the examination in October/November 2018. The **supplementary examination** will be written in May/June 2019.

If you do qualify for a supplementary examination, please note that you need to contact the module coordinator for the updated examination information.

During the semester, the Examination Section will provide you with information on the examination in general, examination venues, examination dates and examination times.

8.9.3 Previous examination papers

Previous examination papers are available on myUnisa. We advise you not to focus on old examination papers only, as the content of modules and therefore examination papers changes from year to year. You may, however, accept that the types of questions that will be asked in the examination will be similar to those asked in the activities in your study guide and in the assignments.

8.9.4 Examination paper

The COM2603 examination consists of one two-hour paper (worth 80 marks) that will include short questions and essay-type questions on all **three sections (Intercultural, Development and Health Communication)** of the module.

Note that there will be no multiple-choice questions in the examination.

The examination paper will be based on the prescribed book, the study guide, all the tutorial letters and the assignments.

A subminimum of 40% is required in the examination and you need a total of at least 50% to pass this module.

This means that if you do not obtain at least 40% in the examination, you will automatically fail the module. Your semester mark will be added to your examination mark automatically at the end of the semester if you meet the subminimum requirement, and the final mark will be converted to a percentage.

8.9.5 Tutorial letter with information on the examination

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper, including information on how you are required to approach the examination.

Please note that the demarcation for examination purposes differs each year.

If you qualify for the supplementary examination, you have to contact the Department of Communication Science for information regarding the demarcation specifically for that examination.

9 FREQUENTLY ASKED QUESTIONS

The *my Studies @ Unisa* brochure contains an A–Z guide of the most relevant study information.

10 SOURCES CONSULTED

Martin, JN, Nakayama, TK, Van Rheede van Oudtshoorn, GP & Schutte, PJ. 2013. *Experiencing intercultural communication: an introduction.* South African edition. London: McGraw-Hill.

University of South Africa. 2008. Intercultural, development and health communication. Only study guide COM2048 for COM2603. Pretoria: University of South Africa.

11 IN CLOSING

We hope you will enjoy your studies and wish you all the best. Please remember that we are here to assist you, so contact us if you require any help with your studies.

Best wishes

Dr S Moola
Module coordinator: COM2603

Unisa

12   ADDENDUM

STUDY GUIDE UNITS IN RELATION TO SPECIFIC CHAPTERS IN THE PRESCRIBED BOOK

STUDY GUIDE UNITS	PRESCRIBED BOOK CHAPTERS
Study unit 1	Chapter 1
Study unit 2	Chapter 2, 4
Study unit 3	Chapter 3
Study unit 4	Chapters 5 and 6
Study unit 5	Chapter 3
Study unit 6	Chapter 7
Study unit 7	Chapter 8
Study unit 8	Chapter 13
Intercultural communication in the tourism context	Chapter 9
Part B: Development communication	**Chapter 13**
Part C: Health communication	**Chapter 12**
Intercultural communication and business communication	Chapter 10 (can be linked to globalisation aspects in the study guide)
Intercultural communication and education (South African context)	Chapter 11

*Please note that you should use the study guide and prescribed textbook together.

Refer to both for the topics you will be covering.

You may find information on the same topic in more than one chapter or unit.

You will also find that the chapter numbers in the prescribed book and the unit numbers in the study guide do not always correspond.

Study guide	Section topic	New prescribed book
Activity 1.1	Why study intercultural communication?	Chapter 1
Activity 1.2	The history of the study of intercultural communication – early development of the discipline	No reference
Activity 1.3	The history of the study of intercultural communication – approaches	No reference
Activity 1.4	The history of the study of intercultural communication – dialectical approach	No reference
Activity 2.1	Culture and communication – culture	Pages 21-28
Activity 2.2	Culture and communication – communication	Pages 28-31
Activity 2.3	Culture and communication – context and power	Pages 31-33
Activity 2.4	Culture and communication – histories	No reference
Activity 2.5	Culture and communication – the power of histories	No reference
Activity 2.6	Culture and communication – history and identity	No reference
Activity 2.7	Culture and communication – intercultural communication and history	No reference

Activity 3.1	Identity and intercultural communication – the dialectic nature of identity	No reference
Activity 3.2	Identity and intercultural communication – identity and language	No reference
Activity 3.3	Identity and intercultural communication – identity development	Pages 59–62
Activity 3.4	Identity and intercultural communication – social and cultural identities	Pages 48–58
Activity 3.5	Identity and intercultural communication – stereotypes and prejudice	Pages 33–-38
Activity 3.6	Identity and intercultural communication – multiculturalism	Pages 62–65
Activity 4.1	Language and intercultural communication – the dialectic nature of language	Pages 90–92
Activity 4.2	Language and intercultural communication – language and perception	Pages 92–94
Activity 4.3	Language and intercultural communication – cultural variations in language	Pages 94–97
Activity 4.4	Language and intercultural communication – multilingualism	Pages 102–107
Activity 4.5	Language and intercultural communication – language, politics and policies	Pages 106–107
Activity 4.6	Nonverbal codes and cultural space	Pages 116–123
Activity 4.7	Nonverbal codes and cultural space – cultural space	
Activity 5.1	Understanding intercultural transitions	Pages 9–13
Activity 5.2	Understanding intercultural transitions – thinking dialectically about intercultural transitions	No reference
Activity 5.3	Understanding intercultural transitions – six trends in international migration	No reference
Activity 5.4	Understanding intercultural transitions – types of migrant groups	No reference
Activity 5.5	Understanding intercultural transitions – types of migrant groups	No reference
Activity 5.6	Migrant-host relationships	No reference
Activity 5.7	Cultural adaptation	No reference
Activity 5.8	Cultural adaptation – interpretive approach	Pages 62–65
Activity 5.9	Cultural adaptation – critical approach	Pages 62–65
Activity 6.1	Learning about culture without personal experience	Pages 128–131
Activity 6.2	Consuming and resisting popular culture	Pages 134–137
Activity 6.3	Representing cultural groups	Pages 137–138
Activity 6.4	US popular culture and power	Pages 131–134
Activity 7.1	Culture, communication and intercultural relations	Pages 142–144
Activity 7.2	Thinking dialectically about intercultural relationships	No reference
Activity 7.3	Benefits and challenges of intercultural relationships	Pages 142–147
Activity 7.4	Intercultural relationships	Pages 147–159
Activity 8.1	Characteristics of intercultural conflict	Pages 235–236
Activity 8.2	Two theoretical approaches and the dialectic perspective	No reference
Activity 8.3	Social science approach to conflict – types of conflict	Pages 236–237
Activity 8.3	Social science approach to conflict – strategies for dealing with conflict	Pages 238–239
Activity 8.4	Interpretive and critical approaches to conflict	No reference

Activity 8.5	Managing intercultural conflict	Pages 239–140
Activity 8.6	The future of intercultural communication – the components of competence	No reference
Activity 8.7	The future of intercultural communication – applying knowledge about intercultural communication	No reference
Activity 8.8	The future of intercultural communication – what the future holds	No reference

To complete your studies you need to study **all three** sections:

In order to complete section A: Intercultural Communication, you need to acquire the prescribed book.

For section B: Development Communication and section C: Health Communication, you need to study the material in both the study guide and the prescribed book.

Draw up your own study programme for a semester period of 15 weeks. Take the examination date into consideration and allow yourself sufficient time to revise for the examination as we suggest.

Start your studies at learning unit 1 of your study guide. Do all the activities in each learning unit as they will not only better prepare you for the examination, but will also teach you various skills that you will be able to apply in real-life working situations.