Course Outline

COURSE: CMUN 4  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Fall 2014  CURRICULUM APPROVAL DATE: 02/24/2014

SHORT TITLE: INTERCULTURAL COMM

LONG TITLE: Intercultural Communication

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture</td>
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<td></td>
<td></td>
<td>Lab</td>
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COURSE DESCRIPTION:

This course will explore the dynamics of communication as it applies to people from different cultures. Course content focuses on the application of theory and research to intercultural communication contexts. Increasing the awareness and understanding of diversity, the perception process, culture, verbal and non-verbal communication and the obstacles that prevent one from becoming a competent intercultural communicator will be examined. (C-ID: COMM 150)

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:
1. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.

Measure: Oral report, Essay, Written exam
2. Identify the components of culture and communicate their interrelationship.

Measure: Oral report, Written report, Written exam
PLO: 1, 2
ILO: 1, 2, 3, 4, 6
GE-LO: A1, A2, A3, A5, A6, A7, A8, C1, C3, C4, C6, C7, D4, E1, E2, F1, F2
Year assessed or anticipated year of assessment: 2014

3. Explain how culture influences verbal and nonverbal communication.

Measure: Written exam, role playing
PLO: 1, 2
ILO: 1, 4, 5, 6, 7
GE-LO: A1, A2, A3, A6, A7, C3, C4, F1, F2
Year assessed or anticipated year of assessment: 2014

4. Comprehend the social and psychological variables of culture and its expression.

Measure: Oral report, Project, Written exam
PLO: 1, 2
ILO: 1, 2, 3, 4, 6, 7
GE-LO: A1, A2, A3, A4, A5, A6, A7, A8, C1, C2, C3, C6, C7, D1, E1, E2, E3, F1, F2
Year assessed or anticipated year of assessment: 2014

5. Discuss the diverse ways of thinking, perceptions and interpretations.

Measure: Oral report, project, Essay, Role playing
PLO: 1, 2
ILO: 1, 2, 3, 4, 5, 6, 7
GE-LO: A1, A2, A3, A5, A6, A7, A8, C3, D4, E1, E2, E3, F1, F2
Year assessed or anticipated year of assessment: 2014

6. Compare and contrast cultural communication strategies in various contexts.

Measure: Project, Written exam
PLO: 1, 2
ILO: 1, 2, 3, 4, 6, 7
GE-LO: A1, A2, A5, A6, C3, C4, C7, E1, E2, F1, F2
Year assessed or anticipated year of assessment: 2014

7. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
8. Identify elements of common ground among diverse cultures.

Measure: Written exam, Essay
PLO: 1, 2
ILO: 1, 2
GE-LO: A1, A2, A3, A4, A5, A6, A7, A8, C3, D1, D4, E1, E2, F1, F2
Year assessed or anticipated year of assessment: 2014

PROGRAM LEARNING OUTCOMES:
1. Apply theory and research findings in communication studies to their professional and personal relationships.
2. Engage in professional public discourse with application of research, organization, reasoning and oral presentation.

CULTURAL DIVERSITY:
This course promotes understanding of:
- Cultures and subcultures
- Cultural awareness
- Cultural inclusiveness
- Mutual respect among diverse peoples
- Familiarity with cultural developments and their complexities

Student Learning Outcome Number(s) 1, 2, 3, 4, 5, 6, 7, 8

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 02/24/2014

7 Hours
Topic/Content: Orientation and Course Overview: Review course objectives and requirements. Getting acquainted activities and Introductory speeches. Reasons for Studying Intercultural Communication and Building Blocks/Barriers of Studying Culture. Focus on learning the textbook definitions of culture and the 4 barriers (ethnocentrism, prejudice, discrimination, stereotype) to studying Intercultural Communication. Film Analysis "A Class Divided" (Jane Elliott's original brown/blue eyes experiment with 3rd graders that illustrates the 4 barriers) and subsequent activity that requires students to relate the 4 barriers in relation to the film.

Student Performance Objectives: Students will recognize and understand the barriers that keep us from learning about diverse cultures. Students will be able to identify the components of culture and expressions of culture.

Outside of Class Assignments: Reading Chapters 1-2.

7 hours
Topic/Content: Mainstream and Nonmainstream Histories and Identity Development. Film Analysis of "Precious Knowledge" (documentary film focuses on Mexican-American students in Arizona learning about their culture and how this relates to their identities) and/or "Daughter From Danang" (documentary film that traces the identity development of Heidi, a Vietnamese-American woman) or comparable film, then assign Reflection #1 Paper (Students required to analyze one of the films in relation to the development of cultural identities and to integrate research into this 3-5 page paper with a References page). Assign Cultural Identity Speech which requires students to select a cultural identity, use textbook terminology to create a speech outline, and to deliver speech to the class.
Student Performance Objectives: Students will be able to define and discuss the differences between mainstream and nonmainstream cultural identities. Furthermore, students will be able to recognize how these histories shape personal cultural identities. Students will be able to illustrate and to discuss how identity development occurs whether you are in the minority and/or majority culture.

Outside of Class Assignments: Reading Chapters 3-4, Prepare for Cultural Identity Speech, Work on Reflection #1 Paper.
7 hours

Topic/Content: Verbal and Nonverbal Issues in intercultural interactions. Discussion and role play activities related to verbal and nonverbal communication and different communication styles across cultures. Film Analysis "World of Gestures" (short film made at UCSC that explores how gestures vary across cultures) followed by writing assignment.

Student Performance Objectives: Students are able to recognize and understand how culture influences verbal and nonverbal communication. Students will be able to understand how verbal and nonverbal communication styles influence various cultural contexts.

Outside of Class Assignments: Reading Chapters 5-6, Work on Cultural Identity Speech and Reflection #1 Paper.
6 hours

Topic/Content: Popular Culture and Intercultural Conflict. Popular culture defined and students analyze popular culture for stereotypes, communication theories, portrayals of race/ethnicity/sexuality in a written assignment. Definitions of conflict and intercultural conflict introduced and students analyze a conflict scene from a film such as "Fools Rush In" (romantic comedy film that highlights the benefits and challenges of an intercultural romantic relationship between a Mexican woman and an American man). Students assigned "Album Assignment" where they will be working with small groups to create a musical CD album of songs that relate to intercultural relationship theories highlighted in Chapter 9.

Student Performance Objectives: Students understand how popular culture relates to the expression of intercultural worldviews and values. Students also identify the challenges and benefits of being involved in an intercultural relationship. Students recognize how diversity of culture can lead to an intercultural conflict and also how to manage intercultural conflict in interpersonal relationships.

Outside of Class Assignments: Reading Chapters 7-9, Working on Album Assignment.
7 hours

Topic/Content: Tourism and Intercultural Travel. Students participate in "Bafa Bafa" tourism simulation activity to experience ambiguity, cultural values, and the role of a host/tourist and then they write a report of the activity. Workshop Project assigned: Students will be working individually or in groups to create and to facilitate an in-class Workshop (30 minutes) related to a section of a remaining Chapter (Chapters 11-13) and also integrating outside sources into their workshop.

Student Performance Objectives: Students experience an intercultural host/tourist encounter and understand how verbal and nonverbal communication influences tourist/host interactions. Students understand how various cultural values influence perceptions and understand that diverse interpretations of verbal and nonverbal communication occur in tourism.

Outside of Class Assignments: Read Chapter 10, Work on Workshop Project.
7 hours

Topic/Content: Intercultural Communication in Business, Education, and Health Care Contexts. Students turn in their Lesson Plans and References Page and also present Workshops to cover Chapters 11-13 in class. Reflection #2 Paper assigned (Written report focusing on specific content from textbook learned over the course of the semester and application of this knowledge to future contexts. Students required to include outside sources and an APA References page for this 3-5 page paper).
Student Performance Objectives: Students understand how intercultural interactions relate to business, education, and health care contexts/settings. Students learn about diverse communication styles in each of these settings and how to overcome intercultural differences to find common ground.

Outside of Class Assignments: Reading Chapters 11-13, Working on Workshop Projects, Reviewing Chapters 1-13 for Exam #2, Reflection #2 Paper Preparation.
4 hours

Topic/Content: Workshops on Chapters 12-13 continue in class. Students take Exam #2 and Turn in Reflection #2 Paper.

Student Performance Objectives: Students will apply salient concepts/theories to their own cultural identities and reflect on what they have learned over the course of the semester. Students will write about how they will use these intercultural communication skills in future contexts in their lives.

METHODS OF INSTRUCTION:
Lecture, in-class discussion, videos and activities including role-plays, presentations and collaborative dyadic and small groupwork.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Term papers
Other: Presentation outlines, role-play scripts, evaluation.
The problem-solving assignments required:
None
The types of skill demonstrations required:
Class performance
Other: Oral presentations, interviews, groupwork
The types of objective examinations used in the course:
Multiple choice
True/false
Completion
Other: Short answer/essay
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 20% - 30%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 30% - 40%
Objective examinations: 30% - 40%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 0078036925
Reading level of text, Grade: 13+ Verified by: S.Giacalone
Other textbooks or materials to be purchased by the student: N/A

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
  GAV D2, effective 200230
  GAV F, effective 200230

CSU GE:
  CSU D3, effective 200230
  CSU D7, effective 200230

IGETC:
  IGETC 4G, effective 200230

CSU TRANSFER:
  Transferable CSU, effective 200230

UC TRANSFER:
  Transferable UC, effective 200230

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
  Program Status: 1 Program Applicable
  Special Class Status: N
CAN:
  CAN Sequence:
CSU Crosswalk Course Department: CMUN
CSU Crosswalk Course Number: 4
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000257624
Sports/Physical Education Course: N
Taxonomy of Program: 150600