

Course Outline

COURSE: CMUN 4 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE** 06/09/2020

SHORT TITLE: INTERCULTURAL COMM

LONG TITLE: Intercultural Communication

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.
2. Discuss the diverse ways of thinking, perceptions, and interpretations held by various cultural groups.
3. Identify how culture and context influences application of nonverbal and verbal communication practices.
4. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date 06/09/2020

(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. Different topic areas are explored (religion, gender, etc.) using knowledgeable guest speakers to expand students' knowledge base. For example, I will have a guest speaker who is Muslim, Jewish, etc. discuss common stereotypes and misconceptions, and ultimately how these stereotypes prevent strong intercultural relationships from forming. If no guest speakers are available, students will complete and share a short research project on stereotypes of various cultural groups.

Student Performance Objectives: Students will recognize and understand the barriers that keep us from learning about and truly understanding diverse cultures.

(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, students will debrief orally key concepts of identity development (how culture is learned, shared, expressed, involved feelings, perceptions, and values, as well as how identities are dynamic and heterogeneous). The film serves as a case study for analysis of key concepts. Students expand their knowledge of identity development through an assigned "Cultural Identity Speech" which requires students to select a personal cultural identity and apply textbook terminology on identity to create a speech outline and to deliver speech to the class. Lastly, students will learn about Mainstream and Nonmainstream Histories using various case studies. Topics such as cultural enclaves, sense of belonging, and historical influences such as diasporic movements are discussed.

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.

(7 hours)

Topic/Content: Popular Culture and Power. Power is also defined and discussed as it pertains to the Building Blocks in Chapter 2. Popular culture is then defined and students analyze popular culture for stereotypes, communication theories, portrayals of race/ethnicity/sexuality in a written assignment (Cultural Exploration Paper #2). Connections are examined between popular culture and power (i.e. media's responsibility in the creation and portrayal of people groups and the power dynamic involved in perpetuating stereotypes).

Student Performance Objectives: Students should be able to define power and popular culture. Students should begin to see how concepts overlap and influence one another, such as how power is imbedded in media portrayals and the effects this has on perceptions, stereotyping, ethnocentrism, and varying worldviews.

(7 hours)

Topic/Content: Verbal issues, Nonverbal Issues, and conflict. Discussion and role play activities related to verbal and nonverbal communication and different communication styles across cultures. For verbal communication, the fields of linguistics are introduced: phonology, semantics, syntactics, and pragmatics. In-class discussion and activities place emphasis on the importance of how these areas of linguistics impact our ability to effectively communicate verbally across cultures. Also, non-verbal gestures are explored through in-class research and role plays. Role plays can be replaced with a viewing of "World of Gestures" (short film made at UCSC that explores how gestures vary across cultures). Lastly, intercultural conflict style and approaches are discussed and how conflict arises as a result of varying verbal and nonverbal communication strategies applied across cultures.

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.

(6 hours)

Topic/Content: Students turn in outlines and then deliver their Cultural Identity Speeches in class and receive written speech feedback from classmates and from instructor.

Student Performance Objectives: Students articulate their own cultural identity and develop an understanding of how cultures communicate verbally and nonverbally in different ways. Students also explore how broad identities can be defined (race, ethnicity, gender, sexual orientation, ability, age, etc.) and start to explore how identities intersect (how one identity cannot be separated from another; i.e. a Latino female will have different social expectations and expressions than a Latino male).

(7 hours)

Topic/Content: Tourism and Intercultural Communication. Students will explore how intercultural communication principles apply in the context of tourism (effects on the host country and tourist). Attitudes of hosts toward tourists are defined, varying rules for comportment in public such as language expectations, bargaining, and appropriate public interactions are explored. Then, students participate in a bargaining simulation where they learn about currency exchange, techniques for bargaining and appropriate interactions with those from varying host countries. This simulation takes place over a 45-minute time period where the classroom is transformed into a Moroccan bazaar with items to sell and buy. The Tour Guide Group Project is assigned. Students will work in teams to create a travel brochure for a culture of their choosing and articulate the values and communication patterns of that culture from each chapter from the textbook (verbal and nonverbal traits, conflict styles, tourism, etc.).

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.

(5 hours)

Topic/Content: Intercultural Communication in Business. Students learn about principles of business communication and how they vary by culture (i.e. relationship vs. task priority, harmony vs. honesty, quality vs. efficiency, and work vs. material gain). Then, students recall ?pairs? of concepts from the entire semester (collectivism vs. individualism, contact vs. non-contact cultures, high vs. low power distance, etc.) and make a connection to how these concepts help us to anticipate interactions while doing business outside the United States. Students then participate in a cross-cultural business simulation called ?Trip to Mintania.? Students are split into teams of five, with two being ?Americans? and three being ?Mintanians.? Students are then briefed and do a bit of research before participating in a 40-minute business simulation. A post analysis is assigned for students to apply the concepts they learned about from Chapter 11 and the class lecture to their experience in the simulation.

Student Performance Objectives: Students understand how intercultural interactions relate to business and how to overcome intercultural differences to find the common ground necessary to build strong cross-cultural business relationships.

(8 hours)

Topic/Content: Students participate in a "workshop" where they can study for the Exam or work on the Tour Guide Projects in class. Students take their Exam and turn in the Tour Guide Project.

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. Tour Guide Projects take place during the last three class periods of the semester. The culminating Tour Guide Project allows students to see how all course concepts apply in specific cultural contexts.

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 15

Assignment Description:

Cultural Exploration Paper #1: Increase Your Cultural Awareness. Students complete a two-part assignments. Part I: Proposal- Students write a proposal detailing assessment of their own cultural identity and then write a brief proposal identifying two other cultures they would like to learn more about. Students will then propose two activities that will expand their knowledge of this culture (watch a documentary, conduct an interview, visit a museum, eat at a restaurant, etc.). Options must be offered to students who have limited resources (transportation, money, etc.). Part II: Students write a reflection of their experiences using the DAE model (describe what you observed, analyze what you saw, explain how you felt). Students have two-months to complete the entire assignment (1-week for the proposal and 7-weeks for the activities and reflections). Reflections are two-pages each, totaling 4-pages.

Required Outside Hours: 10

Assignment Description: Cultural Exploration Paper #2: Power of Popular Culture. Students write a 4-5 page media analysis. Students chose a personal identity and three examples of their identity in media. Then, students have to examine how their identity is represented through each example. The purpose of this paper is for them to explore media's role in how others perceive their culture, how they perceive their culture through media representations, as well as how others perceive them in connection to those representations.

Required Outside Hours: 6

Assignment Description:

Business Simulation. Students will prepare, participate, and debrief a cross-cultural business simulation in small groups. The purpose of this assignment is to allow them to practically apply what they have learned about varying cultural approaches to verbal and nonverbal communication to a business context. The debrief asks students to connect what occurred in the simulation to intercultural business theories and concepts in a short write-up.

Required Outside Hours: 30

Assignment Description:

Tour Guide Project. In groups, students will construct an informative brochure on a culture of their choosing. Then, they will research and document the following for their chosen culture: location/geography, history/identity, values, verbal communication, nonverbal communication, popular culture, relationships, conflict styles, tourism, business, and 10 practical tips for American's when visiting this culture. Then, students will present a 20-minute presentation of their findings, including an interactive and informative activity teaching us about a cultural practice. The purpose is for students to apply the knowledge they've accumulated over the course of the semester to a specific cultural competency.

Required Outside Hours: 8

Assignment Description:

Cultural Identity Speech- Students will select a personal identity from chapter 4 (class, race/ethnicity, gender, sexual orientation, personal identity, etc.) and present a 4-5 minute speech. The speech should articulate their identity as it pertains to the six elements of culture (learned, perceptions and values, shared, feelings, expressed behavior, and dynamic/heterogeneous).

Required Outside Hours: 39

Assignment Description: Readings and Assessments- Students are assigned 11 textbook chapters and various other articles, activities, and videos to prepare for class (totals roughly 25 hours). Additionally, students take two online quizzes (quiz and study time equals roughly 2 hours each). Lastly, students study for an in-person final exam (average of 10 hours of studying).

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 35.00 %

Writing assignments: 30% - 40% Written homework Term papers Other: Presentation outlines, role-play scripts, evaluation.

Skill demonstrations

Percent of total grade: 35.00 %

Skill demonstrations: 30% - 40% Class performance Other: Oral presentations, interviews, groupwork

Objective examinations

Percent of total grade: 30.00 %

Objective examinations: 20% - 30% Multiple choice True/false Completion Other: Short answer/essay

REPRESENTATIVE TEXTBOOKS:

Martin&Nakayama.. Experiencing Intercultural Communication.. Boston:: McGraw Hill,2018.

ISBN: ISBN: 978-1259870569

Reading Level of Text, Grade: Reading level of text, Grade: 13+ Verified by: Verified by:K. Alviso

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 202070

GAV F, effective 202070

CSU GE:

CSU D, effective 201570

CSU D2, effective 202070

CSU D3, effective 200230

CSU D7, effective 200230

IGETC:

IGETC 4G, effective 202070

CSU TRANSFER:

Transferable CSU, effective 202070

UC TRANSFER:

Transferable UC, effective 202070

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: COMM

CSU Crosswalk Course Number: 150

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