

COMM R113: INTERCULTURAL COMMUNICATION

Originator

aedwards

Co-Contributor(s)
Name(s)

Fulkerson, Marcia (mfulkerson)

College

Oxnard College

Discipline (CB01A)

COMM - Communication Studies

Course Number (CB01B)

R113

Course Title (CB02)

Intercultural Communication

Banner/Short Title

Intercultural Communication

Credit Type

Credit

Start Term

Fall 2021

Formerly

SPCH R113

Catalog Course Description

This course provides an introduction to intercultural communication in domestic and global contexts. It leads to a greater appreciation of other cultures through increased awareness of, and sensitivity to, different cultural viewpoints. Topics include language, verbal and nonverbal communication, perception, and technology which allow students to examine communication within the larger context of American culture. C-ID: COMM 150.

Taxonomy of Programs (TOP) Code (CB03)

1506.00 - Speech Communication

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Students may attend live communication events on or off campus.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Explain the relationship of culture and communication. |
| 2 | Demonstrate how different cultures use verbal and nonverbal communication. |
| 3 | Explain how barriers to effective intercultural competencies such as prejudice and stereotyping, effect how we communicate with others. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify major U.S. and non-U.S. cultural patterns that influence human communication and analyze prominent intercultural value theory. |
| 2 | Detect communicative behaviors that lead to intercultural communication conflict and be able to apply strategies to avoid and/or manage intercultural communication conflict as it arises. |
| 3 | Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity. |
| 4 | Identify the components of culture and communication and their interrelationship. |

- 5 Explain how culture influences verbal and nonverbal communication.
- 6 Comprehend the social and psychological variables of culture and its expression.
- 7 Discuss the diverse ways of thinking, perceptions and interpretations.
- 8 Compare and contrast cultural communication strategies in various contexts.
- 9 Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
- 10 Identify elements of common ground among diverse cultures.

Course Content

Lecture/Course Content

1. Theories and principles of intercultural communication
2. Components of culture
 - a. Worldview
 - b. Core values/beliefs
 - c. Norms and roles
 - d. Assimilation, acculturation
 - e. Ethics and morals
3. Components of communication
 - a. Language
 - b. Nonverbal codes
 - c. Perception
 - d. Competencies
4. Barriers to Intercultural communication
 - a. Ethnocentrism
 - b. Stereotyping
 - c. Prejudice
 - d. Discrimination
 - e. Power
 - f. Culture shock
5. Social and Psychological Variables
 - a. High context/low context
 - b. Individualism/collectivism
 - c. Power distance
 - d. The relationship between humans and nature
 - e. Similarities and differences in communication patterns

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Computational homework
Essays
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers

Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Lecture and discussion of intercultural communication theory
2. In-class written and oral analysis of students' own intercultural experiences
3. In-class analysis of case studies that focus on topics such as cultural pride and prejudice and cultural patterns and values
4. In depth class dialogue exploring theory and application of intercultural communication through detailed and specific discussion questions
5. Popular film analysis to explore the role of mediated images and their effect on intercultural communication competence
6. Role-playing intercultural interactions to illustrate issues of conflict, culture shock, and stereotyping
7. In-class journaling

Representative Course Assignments

Writing Assignments

1. A series of reaction papers approximately 1-2 pages in length, covering major concepts presented in class.
2. Students will review and analyze films related to intercultural interactions.
3. Cultural Interviews with questions written by students, then analysis of the interviews, and an essay including student opinions of the interviews
4. Research paper on subculture exploration
5. Reaction papers covering major concepts from the course
6. Film analysis papers
7. Written analysis of current events/news broadcasting
8. Essay and short answer exams and/or quizzes
9. Personal journaling/logging both inside and outside of the classroom

Critical Thinking Assignments

1. Cultural Interviews with questions written by students, then analysis of the interviews, and an essay including student opinions of the interviews
2. Research paper on subculture exploration
3. Reaction papers covering major concepts from the course
4. Film analysis papers

Reading Assignments

1. Selections in assigned textbook with topics such as intercultural communication competence, Language, culture shock, cultural pride and prejudice, culture and communication
2. Library research using periodicals, journals, and editorials
3. Film dialogue relevant to culture and communication
4. Case studies relevant to culture and communication
5. Ethnographies relevant to culture and communication

Skills Demonstrations

1. Individual speech presentations on intercultural communication topics
2. Team speech presentation on intercultural communication topics
3. Identity project to include live presentation

Other assignments (if applicable)

1. Service learning hours
2. Volunteer hours for non-profit organizations

Outside Assignments

Representative Outside Assignments

1. Service learning hours
2. Volunteer hours for non-profit organizations
3. Individual speech presentations on intercultural communication topics
4. Team speech presentation on intercultural communication topics
5. Identity project to include live presentation
6. Cultural Interviews with questions written by students, then analysis of the interviews, and an essay including student opinions of the interviews
7. Research paper on subculture exploration
8. Reaction papers covering major concepts from the course
9. Film analysis papers
10. Personal journaling/logging

Articulation

C-ID Descriptor Number

COMM 150

Status

Approved

Comparable Courses within the VCCCD

COMM M12 - Intercultural Communications

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionMartin, J. and Nakayama, T. (2018). *Experiencing Intercultural Communication: An Introduction*. (7th). McGraw Hill.**Resource Type**

Other Resource Type

Description

Films such as "The Color of Fear," "The Joy Luck Club," and "The Last King of Scotland".

Resource Type

Textbook

Description

Acosta, H., Staller, M., & Hirayama, B. (2018). *Intercultural Communication: Building Relationships and Skills*. 2nd Edition. Kendal Hunt. Dubuque, IA.

Library Resources**Assignments requiring library resources**

Research essays

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research essays on intercultural communication

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
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Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COMMUNICATION STUDIES/SPEECH

Review and Approval Dates**Department Chair**

04/09/2020

Dean

04/16/2020

Technical Review

04/22/2020

Curriculum Committee

04/22/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

05/13/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000523358

DOE/accreditation approval date

MM/DD/YYYY