

COMM M12: INTERCULTURAL COMMUNICATIONS

Originator

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Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

COMM - Communication Studies

Course Number (CB01B)

M12

Course Title (CB02)

Intercultural Communications

Banner/Short Title

Intercultural Communications

Credit Type

Credit

Start Term

Fall 2022

Formerly

SPCH M12 - Intercultural Communication

Catalog Course Description

Introduces intercultural communication principles and processes in domestic and/or global contexts. Provides for the development of a more global communication perspective and an appreciation of communication among diverse groups within the larger context of American culture. Promotes an understanding of the influence of cultures, languages, and social patterns on how members of groups relate among themselves and with members of different ethnic and cultural groups.

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

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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 | demonstrate the ability to recognize barriers to intercultural communication: ethnocentrism, stereotypes and prejudice, language, non-verbal misinterpretations, and assuming similarities instead of differences. |
| 2 | demonstrates the ability to identify dominant cultural values in the US and globally through Hofstede's dimensions of culture, value orientations and cultural contexts. |

Course Objectives

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

- | | |
|---|--|
| 1 | identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts. |
| 2 | explain the connection between culture and communication. |
| 3 | identify and describe the role of ethnocentrism in communication; analyze how cultural identity and cultural bias impact interactions. |
| 4 | identify major U.S. and non-U.S. cultural patterns that influence human communication and analyze prominent intercultural value theory. |

5	explain how context influences communication and discern differences between high-context and low-context orientations toward communication.
6	investigate and explain aspects of communication that influence intercultural interactions.
7	identify and describe the skills necessary for the maintenance of intercultural relationships on formal, informal, and personal levels.
8	detect communicative behaviors that lead to intercultural communication conflict and apply strategies to avoid and/or manage intercultural communication conflict as it arises.
9	describe and apply the skills necessary for communicating competently in a variety of intercultural contexts.
10	describe and apply the skills necessary for coping with cultural adaptation and culture shock.

Course Content

Lecture/Course Content

5%

The importance of studying intercultural communication

- Concerns of the Global Village
- Shared global resources, economics and politics
- Changing demographics in the United States

10.00%

The connection between communication and culture

- Defining communication
- Defining culture
- Cultural variations on appropriate communication behavior
- The relationship between communication and culture

10.00%

Analysis of cultural identity and ethnocentrism

- Influence of worldview on perception
- Identity, stereotypes and prejudice
- Defining, detecting and dealing with ethnocentrism

15.00%

Analysis of cultural patterns

- Differentiating among values, beliefs, norms and attitudes.
- Kluckhohn, Kluckhohn and Stroedbeck's Value Orientations
- Confucian cultural values
- Hofstede's Value Dimensions

10.00%

The influence of context on communication

- Defining context
- The relationship between communication and context
- High-context versus low-context orientations toward communication
- Cultural variations on behavioral expectations according to context

10.00%

Communication characteristics that influence intercultural interaction

- Cultural variations on verbal communication
- Language and identity
- Cultural variations on nonverbal communication
- Defining cultural space

10.00%

Strategies for the maintenance of intercultural relationship on the formal, informal and personal levels.

- Intercultural communication in business, healthcare, and educational settings
- Cultural differences in relational development and notions of friendship
- Cultural variations on interpersonal communication
- Communicating in intercultural relationships

10.00%

Avoiding and coping with conflict in intercultural interactions

- Characteristics of intercultural conflict
- Potential problems during intercultural communication
- Approaches to dealing with intercultural conflict
- Managing intercultural conflict

10.00%

Strategies for improving intercultural communication competence

- Individual and contextual components of intercultural communication competence
- Applying knowledge about intercultural communication

10.00% Coping with cultural adaptation and culture shock.

- Defining and coping with culture shock
- Migrant-Host relationships
- Models of cultural adaptation
- Individual influences on adaptation

Laboratory or Activity Content

N/A

Methods of Evaluation

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

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):

Essay exams
Objective exams
Quizzes
Research papers
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Exams, posting of answers to case studies, discussion boards, homework assignments, course-related projects, peer-based grading of posted assignments.

Instructional Methodology

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

Distance Education
Lecture
Other (specify)

Specify other method of instruction

Students may participate in interactive online activities such as live, online lectures and/or live, online chats (both as a class and as work groups). Students may also engage in asynchronous communications such as discussion groups, posting written questions/ assignments to message boards as well as direct communication with the instructor or fellow students via email.

Describe specific examples of the methods the instructor will use:

Instructor will present course material through lectures.
Instructor will present course material through supplemental articles and videos.
Instructor will lead class discussions on relevant course topics.
Instructor will provide detailed feedback on student presentations.

Representative Course Assignments

Writing Assignments

- a comparison and contrast essay detailing web sites from three different countries.
- a series of reaction papers, 1-2 pages in length, covering major concepts presented in class.
- a paper that explores what was learned about the self, culture, and communication throughout the course.
- reading a piece of fiction from another culture; writing a paper answering the question: What does it teach you about that culture's communication?
- a paper about a foreign film describing what the viewer learned about that culture's communication.

Critical Thinking Assignments

compare the coverage of one news item in three different ethnic newspapers. Write a paper answering the question: What, if anything, is different about the way the story is covered?

analyze the culture using the following categories: history; worldview; primary cultural patterns; language use; nonverbal communication; orientation towards high/low context during communication; family roles; approaches to business, healthcare and education; and, personal relationships. The results of this analysis will be presented orally in class.

write a paper analyzing one of the world's ethnic conflicts from an intercultural communication perspective.

Reading Assignments

read journal articles on Hofstede's Value Dimensions.

read articles on high-context versus low-context orientations toward communication.

read case studies dealing with intercultural communication conflict.

Outside Assignments**Representative Outside Assignments**

subculture exploration: visit an area of L.A. that is known as a gathering place for people from a distinct ethnic group (different than your own); write a paper answering the questions: How do you feel as a "foreigner" in that territory? What differences in communication do you observe?

expatriate interview: interview someone from the U.S. who has lived for at least a year in another country; write a paper answering the questions: What surprises did they encounter in the new country? What differences did they notice? How did they adjust?

cultural interview: interview someone from another culture who is living in the U.S.; write a paper answering the questions: What surprises did they encounter when they came here? What differences have they noticed? How have they adjusted?

Articulation**C-ID Descriptor Number**

COMM 150

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
San Jose State Univ.	COMM 74	Fundamentals of Intercultural Communication	3
CSU Chico	CMST 235	Intercultural Communication Theories and Practice	3
CSU Los Angeles	COMM 2890	Introduction to Intercultural Communication	3

Comparable Courses within the VCCCD

COMM R113 - Intercultural Communication

COMM V12 - Intercultural Communication

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Approved

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

S2005

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****D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Lustig, Myron, Jolene Koester, and Rona Halualani. *Intercultural Competence: Interpersonal Communication Across Cultures*. 8th ed., Pearson, 2018.

Resource Type

Textbook

Description

Samovar, Larry, et al. *Communication Between Cultures*. 9th ed., Cengage, 2017.

Library Resources

Assignments requiring library resources

Research using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library resources to research and write a paper analyzing one of the world's ethnic conflicts from an intercultural communication perspective.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% 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 Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: Recorded Lectures, Narrated Slides, Screencasts Instructor created content MC Online Library Resources Canvas Peer Review Tool Canvas Student Groups (Assignments, Discussions) Websites and Blogs Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
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Synchronous Dialog (e.g., online chat)	Online office hours Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

COMMUNICATION STUDIES/SPEECH

Review and Approval Dates

Department Chair

12/04/2021

Dean

12/08/2021

Technical Review

11/04/2021

Curriculum Committee

02/15/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000452568

DOE/accreditation approval date

MM/DD/YYYY