

**Skyline College
Official Course Outline**

Date: June 2008

1. TITLE:

Speech 150 -- Intercultural Communication

3 Units. Three hours lecture per week.

Recommended: Completion of or current enrollment in Engl. 836 or ESOL 400.

2. COURSE CLASSIFICATION

Credit course applicable to Associates Degree

3. COURSE DESCRIPTIONS:

A. Catalog Description:

Designed for students from all cultural backgrounds. Study of basic theory and skills of intercultural communication using round table discussion, public speaking and critical analysis. Emphasis is given to empathy building for communicating effectively in a diverse social and professional environment.

Transfer Credit: UC; CSU (A1).

B. Schedule of Classes description:

Designed for students from all cultural backgrounds. Study of basic theory and skills of intercultural communication. Emphasis is given to empathy building for communicating effectively in a diverse social and professional Environment. Transfer Credit: UC; CSU (A1).

4. COURSE JUSTIFICATION:

This course is designed for students to fulfill the following:

- I. This course is transferable to the UC and CSU systems.
- II. This course is applicable to the AA/AS degree, Area E4; Ethnic and Cultural Diversity
- III. This course satisfies the CSU General Education Requirement, Area 1A.
- IV. This course satisfies the IGETC Requirement, Area A1.

5. STUDENT LEARNING OUTCOMES (SLO's):

Upon completion of this course students will be able to

- use concepts in intercultural communication to identify and explain cultural differences including ethnicity, gender, age, size, socio-economic status, ability level and sexual orientation.
- illustrate the effects of cultural differences on the perception process and dissect and reflect on various components of their own perception process, including stereotypes and prejudices.

- listen skillfully across cultures, integrating information about non-verbal communication to construct and demonstrate communication strategies evoking empathy.
- describe and contrast differences in language use to explain differences in power and socio-status across cultural differences.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

The course will include:

- Edification of the pervasiveness of intercultural communication.
 - Human Communication Model
 - Global Perspective
 - Workplace Perspective
 - Local perspective
 - Barriers
- Explanations of Culture.
- Clarification of cultural identity development including ethnicity, gender, age, size, ability level and sexual orientation.
- Theoretical application of intercultural communication to real life encounters.
- Identification of the parts of the perception process.
- Templates for conflict resolution in intercultural communication environments.
- Effective listening skills for use across cultures.
- Instruction on non-verbal communication.
- Theories to explain differences in language use and development.

7. COURSE CONTENT:

- Define Communication Process and key concepts of culture
 - Principles, Characteristics and Functions
- Differentiate between Macro; Micro; Counter cultures and co-cultures
 - Describe demographics and demography;
- Diagram and discuss Perception and Impression Consistency
 - Selection, Organization and Interpretation
 - Cultural patterns
 - Attitudes, Values and Beliefs
- Define and explore Stereotypes and Prejudice
 - Explore Ethnocentrism
- Explain Intercultural theories:
 - Cultural Value dimensions (Hofstede)
 - Cultural Contexts dimensions (Hall & Hall)
- Review Listening skills
 - Non listening behaviors
 - Active Listening
- Examine the relationship between Culture and Language

- Sapir Whorf Hypothesis
- Functions of Language
- Language Communities
- Problems of translation and pronunciation
- Investigate Cultural Celebrations
- Recognize Non-verbal Communication
 - Time
 - Silence
 - Body Behavior, Gestures
 - Eye Contact
 - Space and distance
- Define Intercultural Competency
 - Empathy
 - Culture Shock
 - Cultural Adaptability

8. REPRESENTATIVE METHODS OF INSTRUCTION:

A. Instruction could include lectures, discussions, group research, individual and group presentations, essay submission, media, simulation and role- playing exercises, field trips and demonstrations. Speaking assignments could be extemporaneous presentations, requiring use of visual aids, speaking notes and prior preparation. Informal impromptu presentations of assigned reading material may also be required.

B. Reading assignments may include between 10 and 40 pages per week of college-level reading, one outside book per semester and 3 –7 newspaper articles and contemporary essays per semester.

Students may be required to produce up to 3 college-level essays per semester on one lengthy summative paper or project. They will be required to use critical thinking skills to analyze issues and relationships that are presented to them throughout the semester. This analysis may be oral or written.

9. ASSIGNMENTS:

Typical assignments may include but are not limited to:

Written Homework Assignments: Written homework assignments will be assigned periodically throughout the semester; they will be a minimum of 2 pages and a maximum of 5 pages typed, double spaced. Examples include:

1. Students will be asked to select and read a book that represents a culture other than the student's from the "Suggested Readings list.

Students will write, at minimum, a 2-page paper reflecting on:

Why this book and culture was chosen.

What was learned about this culture from this book.

How this culture differed from the student's.

How this culture was similar to the student's.

How this book has affected the student's perception of this culture.

2. Students will be asked to define and describe the essential differences between individualistic and collectivist cultures. In addition, they must incorporate the essential differences relating to: high/low context cultures, high/low power distance cultures, and weak/strong uncertainty avoidance cultures.
3. Students will be asked to define ethnocentrism and discuss its causes and effects. They will be asked to use current events in the news as a backdrop to support the appropriate theories.
4. Students will be asked to compare the essential differences in relationships in two very different cultures.

Essays and Research Papers: Essays and research papers will be assigned throughout the semester. Such assignments could include the following:

Intercultural Partner Project: Students will be required to participate in a semester long endeavor which will involve development of a relationship with a person from a culture other than their own. They must choose someone they know only slightly, not a good friend or family member as the latter will not work for this assignment because this assignment is an analysis of the other person's culture as defined by the measurements that are being learned. Students will be advised that the most interesting work arises from a relationship with someone very dissimilar from them and that they should think outside the box when making a choice. In your paper, consider the following topics:

- compare the context dimensions, using examples
- compare language use and contexts
- compare use of group behavior and silence
- discuss perceived prejudices and discrimination
- explain each demography
- describe cultural celebrations.

Current Event:

Students will be asked to reflect on the topic which is addressed in newspaper articles provided in class. Their papers should include an analysis of this topic, referencing the material learned in class during the semester. Students should specifically state what this topic has to do with Intercultural Communication, applying theories or principles discussed during the semester. In supporting or refuting the topic, cite two outside sources of reference

Oral Presentations: Students will be required to make oral presentations which could include the following:

1. Students will be asked to describe their cultures in terms of demographics such as age, gender, socio-economic status and ethnicity. They will be asked to describe their macro and micro cultural identification. They will be asked to reference their reading of “culture as a contested zone” and the information about the “we-they dichotomy” that is discussed in the instructor’s lecture. Students may discuss any of their counterculture affiliation.

2. Students may attend one public cultural event that celebrates a micro-culture other than their own. They will be advised that the more interactive the event is, the better their presentation will be and that their critical analysis of their experience from their cultural perspective is key. Part of the assignment is for students to research what is available in the local area celebrating different cultures. After attending, students will prepare a 3-minute oral presentation.

8. EVALUATION OF STUDENT PERFORMANCE:

Letter grade

- **Exams** are short answer and essay; take home and in class and may be administered to measure comprehension of reading and lecture material and will be assessed using an answer key.
- **Oral presentations** are measured directly on the quality of analysis, application of principles and creativity using a check list and indirectly using whole class reflection of the impact and impression of the presentation.
- **Class participation and discussions** will be evaluated for their contribution to the understanding of the topic and sophistication of the application to intercultural communication and will be assessed both directly by measuring frequency and indirectly with self- reflection.
- **Essays** will be assessed using a rubric on content, coherence and reflection of intercultural communication principles.

11. RECOMMENDED or REQUIRED TEXT(S):

Gudykunst& Kim, Communicating With Strangers: An Approach to Intercultural Communication, 4th Ed. Boston: McGraw Hill, 2003.

Hall, Among Cultures: The Challenge of Communication, 2nd Ed. Belmont, Ca: Wadsworth Publishing, 2005.

Martin & Nakayama, Experiencing Intercultural Communication, 3rd Ed. Boston: McGraw Hill, 2008.

Martin, Nakayama, Flores, Readings in Intercultural Communication: Experiences and Contexts, 2nd Ed. Boston: McGraw Hill, 2002.

Samovar & Porter, Communicating Between Cultures with Infotrac, 5th Ed. Belmont, Ca: Wadsworth Publishing, 2005.

Samovar, Porter, & McDaniel, Intercultural Communication; A Reader, 12th Ed. Belmont, Ca: Wadsworth Publishing, 2009.