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| **Contra Costa College** |

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| **Course Outline** |

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| **Course Number** | Speech 122 | **Number of Weeks** | 18 |
| **Course Title** | Intercultural Communication | **Lecture Hours By Term** | 54 |
| **Prerequisite** | n/a | **Lab Hours By Term** |  |
| **Challenge Policy** | n/a | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 3.0 |
| **Challenge Policy** |  |  |  |
| **Advisory** |  |

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| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
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| **COURSE/CATALOG DESCRIPTION** |

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| **This course provides students the opportunity to learn the theory and process of communicating with people from various cultures, races and ethnicities. The specific focus for this course will be to develop the ability to acknowledge and understand the unique voices of people who have roots in different cultures, including Asia, Africa, Europe, South America and the Middle East. Students will study theories from interpersonal and inter-group communication as they relate to intercultural communication and will read from multicultural sources. Through lectures, readings, films, group discussions, written and oral assignments, students will learn skills for communicating effectively across cultural boundaries in personal and professional relationships.** |

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| **COURSE OBJECTIVES:** | |
| At the completion of the course the student will be able to: | |

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| 1. Strengthen appreciation and understanding of the cultural pluralism that exists in the United States by:  a. Analyzing how cultural, ethnic, and racial factors influence human communication,  b. Analyzing the unique history, experience, perspective and communicating behaviors in different cultures.  c. Recognizing and articulating how core values, worldview, and communication patterns shape cultural and individual identity. |
| 2. Improve individual communication competence during encounters with people from different cultures, ethnicities, and races; compare and contrast cultural communication strategies in various contexts. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism. |
| 3. Examine cognitive processes as they relate to intercultural communication; discuss the diverse ways of thinking, perceptions and interpretations. Identify elements of common ground among diverse cultures. |
| 4. Examine the affective factors that generate cultural perceptions and biases; comprehend the social and psychological variables of culture and its expression. |
| 5. Research and deliver two speeches on personal cultural and /or intercultural experiences |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Students will improve their ability to give speeches. |
| Students will gain confidence in their ability to give speeches and will significantly lower their communication apprehension. |
| Students will be able to explain and give examples for at least two theories of intercultural communication. |

**COURSE CONTENT (Lecture):**

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| |  |  | | --- | --- | |  |  |   The study of theories describing the cultural, sociocultural, psycho-cultural, and environmental influences on communication:   1. Components of culture    1. Worldview    2. Core values/beliefs    3. Norms and roles    4. Assimilation, enculturation    5. Ethics and morals 2. Components of communication    1. Language    2. Nonverbal codes    3. Perception    4. Communication Competencies 3. Barriers to Intercultural communication    1. Ethnocentrism and egocentrism    2. Stereotyping    3. Prejudice    4. Discrimination    5. Power    6. Culture shock    7. Multiculturalism 4. Social and Psychological Variables    1. high context/low context    2. individualism/collectivism    3. power distance    4. the relationship between humans and nature   similarities and differences in communication patterns1. |  |
| 2. The comparing and contrasting of specific cultures such as Native Americans, African Americans, Asian Americans, Latino Americans and Middle Eastern Americans through a diversity of readings and films. |  |
| 3. The study of practical means to positive interaction with people from different cultures. |  |
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**COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** | |
| Readings, films, lectures, discussions, exams, written and oral assignments | |
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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| Textbook Title: | |  | | --- | | Experiencing Intercultural Communicational Introduction | |  | |  | |
| Author: | Martin, J.N. & Nakayama, T.K. |
| Publisher: | McGraw-hill Higher Education,; NY, NY |
| Edition/Date: | 5th edition/ 2010 |
| Textbook Reading Level: | 12th Grade |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48-54 hours of lecture, study, or lab work is required for one unit of credit.

* For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

Title 5, section 55002(a) 2F establishes coursework should call “for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.”

* For degree applicable courses: **List one example of critical thinking out-of-class assignments**

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| **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Read the theory of The Tourist Gaze. |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Write an analysis of how the Tourist Gaze affects culture; in your analysis, consider the value conflict faced by countries who rely on the tourist industry. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Prepare a personal narrative speech on how your culture of origin helped to shape your perception of reality and your values. |

**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| Title 5, section 55002 (a) 2A requires that the grade be based on demonstrated proficiency in subject matter.   * For degree applicable courses: Course requires essay writing, or, in courses where the curriculum committee deems appropriate, problem solving exercises, or skills demonstrations by students.   Title 5, section 55002(a) 2F requires that coursework call for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.   * For degree applicable courses: **List (an) example(s) of methods of evaluation that assess critical thinking.** |

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|  | **%** | Essay |
| Consider how the Tourist Gaze is used to separate sub-cultures through advertising, film, or television. |

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|  | **%** | Computation or Non-computational Problem Solving Skills |
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|  | **%** | Skills Demonstration |

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|  | **%** | Objective Examinations |

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| Examinations on theories discussed in the text and in the classroom. |

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|  |  | Other (describe) |
|  | **%** | Speech on the factors determining a particular cultural perspective. |
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| **GRADING POLICY: (Choose LG, P/NP, or SC)** | | | | | |
|  | **Letter Grade** | |  | **Pass / No Pass** | | | X | **Student Choice** |
| 90% - 100% = A | | | 70% and above = Pass | | | | 90% - 100% = A |
| 80% - 89% = B | | | Below 70% = No Pass | | | | 80% - 89% = B |
| 70% - 79% = C | | |  | | | | 70% - 79% = C |
| 60% - 69% = D | | |  | | | | 60% - 69% = D |
| Below 60% = F | | |  | | | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | | | | Sherry Diestler | | | |

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| **Date:** | February 17, 2015 |

*Revised form 08/14*