

College of San Mateo
Official Course Outline

1. **COURSE ID:** COMM 150 **TITLE:** Intercultural Communication **C-ID:** COMM 150
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Eligibility for ENGL 100 or 105

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development
CSU GE:
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A1 - Oral Communication
IGETC:
 IGETC Area 1: ENGLISH COMMUNICATION: C: Oral Communication (CSU requirement only)

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Designed for students of all cultural backgrounds. Study of the relationship of communication to culture, cultural components of life within and outside the U.S., verbal and nonverbal differences, the effect of prejudice on society. Emphasizes the sensitivity and empathy required for intercultural competence.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Explain the influence of culture(s) on communication using various models of communication.
 2. Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations.
 3. Showing an increased awareness of factors that contribute to societal problems, discuss overt and covert behaviors that manifest in prejudice, discrimination, and ethnocentrism.
 4. Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity, and discriminatory worldviews.
 5. Demonstrate proficiency in effective intercultural communication skills.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Explain the influence of culture(s) on communication using various models of communication.
 2. Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations.
 3. Showing an increased awareness of factors that contribute to societal problems, discuss overt and covert behaviors that manifest in prejudice, discrimination, and ethnocentrism.
 4. Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity, and discriminatory worldviews.
 5. Demonstrate proficiency in effective intercultural communication skills.

6. **COURSE CONTENT:**
Lecture Content:
 1. Culture and Communication
 - A. Culture defined
 - B. Characteristics of culture
 - a. Pervasive
 - b. Learned
 - c. Shared behavior
 - d. Adaptable behavior
 - e. Explicit and implicit behaviors
 - f. Changeability

- C. Human Communication
 - a. Intentional messages
 - b. Unintentional messages
- D. Communication Process
 - a. Dynamic
 - b. Systematic
 - c. Adaptive
 - d. Continuous
 - e. Transactional
 - f. Irreversible
- E. Elements of Communication
- 2. Macro and Microcultures
 - A. Definition of macroculture
 - B. Characteristics of macroculture
 - a. Institutions
 - b. Values
 - C. Microculture
 - a. Definition
 - b. Age
 - c. Gender/sex
 - d. Ethnic and National origin
 - e. Religion
 - f. Class
 - g. Geographic region
 - h. Urban/suburban/rural
 - i. Exceptionality
 - D. Interactions of micro and macro culture
- 3. Attitudes, Beliefs, and Values
 - A. Attitude formation
 - a. Socialization
 - b. Experience
 - c. Personality
 - B. Beliefs
 - a. Ontology
 - b. Worldview
 - c. Reasoning and beliefs
 - C. Values
 - a. Cultural Guides
 - b. Salience
 - c. Direction
 - d. Degree
 - D. Value Orientations
 - a. Dominant values in U.S.
 - b. Hofstede's value dimensions
 - c. Kluckhohn and Strodtbeck value orientations
- 4. Cultural Antipathy
 - A. Ethnocentrism
 - B. In-groups and out-groups
 - C. Stereotyping
 - D. Prejudice
 - E. Acting out Prejudice
 - a. Antilocution
 - b. Hate speech
 - c. Avoidance
 - d. Discrimination
 - e. Physical attack
 - f. Extermination
- 5. Institutions across Cultures
 - A. Family
 - B. Education

- C. Learning
- D. Religion
- E. Political institutions
- F. Economic systems
- 6. Verbal Communication
 - A. Language differences
 - a. Phonological systems
 - b. Syntactical rules
 - c. Semantics
 - B. Impact of language use on perception
 - a. Linguistic Relativity Theory
 - b. Bernstein Hypothesis
 - C. Language Styles
 - a. Direct versus indirect
 - b. Elaborate versus succinct
 - c. Personal versus contextual
 - d. High-context versus low-context
 - D. Language Variations in the U.S.
 - a. Gender differences
 - b. Black English
 - c. Asian-American variations
 - d. Mexican-American
- 7. Nonverbal Communication
 - A. Characteristics
 - a. Commonplace
 - b. Not pancultural
 - c. Culturally acquired
 - d. Socially important
 - B. Functions
 - a. Supports verbal communication
 - b. Conveys emotion
 - C. Classes of Movements
 - a. Emblems
 - b. Illustrators
 - c. Affect displays
 - d. Regulators
 - D. Types:
 - a. Eye-contact
 - b. Physical appearance and clothing
 - c. Physical touch
 - d. Para language
 - e. Space
 - f. Time (Poly and Monochronic)
 - E. Monitoring Nonverbal behavior

TBA Hours Content:

COMM 150 has a TBA (To Be Arranged hours) requirement that students must fulfill as part of their enrollment in this course. These TBA hours are not homework but are instructional activities designed to augment the lecture portion of the course. Under faculty supervision, students are required to complete activities shown below in the Communication Studies Center, such as videorecorded rehearsal of speeches and presentations; peer and self-critiques, including those based on at least two (2) videorecorded in-class speeches or presentations; group activities; research; and consultation with instructor on lab modules.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Critique
- E. Discussion
- F. Other (Specify): a. Out-of-class assignment: Role-play assignment where a dyad creates a dialogue built on

a misunderstanding between two people from different cultural backgrounds. The dyad acts out this dialogue in front of the class; the class (working in small groups) discusses reasons for the misunderstanding and tries to guess at the problem; b. Reading assignment: Students read 20-30 pages weekly from the text; c. Writing Assignment: Research paper (7-12 pages) to increase the writer's knowledge of a culture; d. Critical Thinking: Students will compare an American and Japanese communication models to increase empathy with people who use different means to make sense of the world.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Reflection pieces where students look at their own socialization process to see the influence of culture on their personality including faulty mental models. Students view and critique at least two (2) presentations recorded in class.

Reading Assignments:

Textbook readings

Other Outside Assignments:

Team Projects; Dyadic Projects, Oral Presentations

To be Arranged Assignments:

1. Students watch educational intercultural communication role-play videos assessing the interaction using various theories of communication. 2. Students read and analyze supplemental materials held in the Communication Studies Center to support class content. 3. Students view and critique at least two (2) presentations recorded in class.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Exams/Tests

B. Group Projects

C. Homework

D. Lab Activities

E. Oral Presentation

F. Papers

G. Projects

H. a. Examinations: Exams in Intercultural Communication include essay questions that ask students to compare and contrast their cultural style with that of others. Exams focus on objectives a to e.

b. Role-play: Students do role-plays in class and evaluate them at a sophisticated level after much practice.

c. Research Paper: The research paper will test students' ability to plan and execute a complex written project

d. Out-of-class Exercises: Homework assignments reinforce mastery of course concepts and engender students' self-reflection regarding intercultural perceptions and behavioral style.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

A. Ed. Paula Rothenburg. *Race, Class, and Gender in the United States: An Integrated Study*, 9th ed. Macmillan Learning, 2014

B. Ting-Toomey, S.. *Understanding Intercultural Communication*, 2nd ed. Oxford University Press, 2012

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Course Originator: Catherine Motoyama