



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Communication Studies 260
Descriptive Title: Introduction to Intercultural Communication
Course Disciplines: Communication Studies(Speech Communications)
Division: Fine Arts
Catalog Description: This course examines general communication principles and cross-cultural communication styles, and presents in-class activities to enhance cross-cultural communication.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to 7/1992
Transfer UC: ☒ Effective Date: Prior to 7/1992

General Education:
El Camino College: 2C – Social and Behavioral Sciences – General
Term: Other: Approved
4B – Language and Rationality – Communication and Analytical Thinking
Term: Other: Approved

CSU GE: D3 - Ethnic Studies
Term: Other: Approved
D7 - Interdisciplinary Social and Behavioral Science
Term: Other: Approved

IGETC: 4C - Ethnic Studies

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Understand and explain dimensions of cultural variability.
2. Give examples of the influence of culture on communication using theory based models of intercultural communication.
Research and discuss various cultural contexts in terms of
3. individualism/collectivism, power distance, time orientations, gender roles, verbal and nonverbal codes, and acculturation.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze cultural, microcultural, environmental, sociorelational, and perceptual contexts and their influence on intercultural communication.
Objective Exams
2. Discuss how different cultures use verbal and non-verbal communication.
Written homework
3. Identify and be able to demonstrate a selected culture's norms and preferences in various cultural contexts.
Class Performance
4. Discuss the need and benefits of intercultural communication.
Multiple Choice
5. Identify various cultural contexts such as individualism, collectivism, high-and low-context communication, time orientation, power distance, and uncertainty avoidance.
Multiple Choice
6. Discuss various micro-cultures including Hispanic/Latino, African-American, The Amish, The Hmong, Arab-Americans, and LGBTQ.
Other (specify)
Class discussion
7. Analyze the impact of the environment, perception, and socio-relational context on intercultural communication.
Written homework
8. Identify the influence of uncertainty, intercultural communication apprehension, empathy, similarity, acculturation, and culture shock on intercultural communication.
Multiple Choice

9. Discuss the differences in organizational and business practices among various cultures.

Class Performance

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	The Necessity of Intercultural Communication A. The need for Intercultural Communication B. Fundamental Assumptions about Intercultural Communication
Lecture	3	II	The Cultural Context A. Individualism-Collectivism B. High-and Low- Context Communication C. Value Orientation D. Power Distance E. Uncertainty-Avoidance
Lecture	3	III	The Micro-Cultural Context A. Hispanic/Latino B. The African-American C. The Amish D. The Hmong E. The Arab-American
Lecture	3	IV	The Environmental Context A. Environments and Information Load B. Culture and the Natural Environment C. Cross-Cultural Comparisons of Housing D. Privacy E. Monochronic versus Polychronic Time Orientation
Lecture	3	V	The Perceptual Context A. Culture and Cognition B. Stereotyping C. Ethnocentrism
Lecture	3	VI	The Socio-Relational Context A. Dimensions of Group Variability B. Role Relationships C. Social Stratification D. Hierarchy, Sex and Gender Roles Across Cultures
Lecture	6	VII	The Verbal Code A. Relationship Between Language and Culture B. Structure of Human Language C. Language and Ethnic Identity
Lecture	6	VIII	The Non-verbal Code A. Definition B. Relationship Between Verbal and Nonverbal Codes C. Channels of Nonverbal Communication D. Dimensions of Cultural Variability
Lecture	6	IX	Developing Intercultural Relationships A. Communication and Uncertainty

			B. Uncertainty Reduction and Intercultural Communication Apprehension C. Empathy and Similarity in Relationship Development D. Perceptions of Relational Intimacy Across Cultures E. Marital Relationships
Lecture	6	X	Intercultural Communication in Organizations A. Intercultural Management B. Clashing Cultural Concepts on the Job C. Misinterpretation of Common U.S. Phrases D. Intercultural Relations E. Conflict in Organizations
Lecture	6	XI	Acculturation and Culture Shock A. Acculturative Stress B. A Model of Acculturation
Lecture	6	XII	Intercultural Competence A. Business Communication B. Intercultural Training Programs C. Practice in the Real World D. Sample Intercultural Training Prospectus
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Complete chapter assessments and discuss what the scores mean to you and how it will influence your communication with others in a 1-2 page paper.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. View an assigned media clip demonstrating cross-cultural communication and answer the questionnaire on differences between the cultures in terms of power distance, verbal and non-verbal communication, direct/indirect communication, stereotypes, and ethnocentrism.
2. Write a 8-10 page paper, discussing communication research on a specific cultural context. If you are a product of a multi-cultural background, you can select one of those cultures. Please include the following in your paper: Brief history; Individualism/collectivism; High/low context; Power distance; Religion; Verbal code; Non-verbal code; Values; Time orientation; Gender roles and Acculturation.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Essay exams
- Objective Exams
- Other exams
- Quizzes
- Reading reports
- Written homework
- Field work
- Class Performance
- Homework Problems
- Term or other papers
- Multiple Choice
- Completion
- Matching Items
- True/False
- Presentation

V. INSTRUCTIONAL METHODS

- Demonstration
- Discussion
- Group Activities
- Internet Presentation/Resources
- Lecture
- Multimedia presentations
- Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activities
- Written work
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Neuliep, James W.. Intercultural Communication: A Contextual Approach. 6th ed.
Sage Publications, 2014.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Selected readings

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	It is advised that students are able to read and effectively analyze college level texts, and have the ability to write a paper that persuasively proves an original thesis. If students are eligible for English 1A they are more likely to be successful in this course.

D. Recommended Skills

Recommended Skills
Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.
Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice. ENGL A - Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Carol Leek on 10/16/2011.

BOARD APPROVAL DATE: 03/20/2017

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Fariba Sadeghi-Tabrizi on 04/05/2016

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