I. **OVERVIEW**

The following information will appear in the 2011 - 2012 catalog

**SPCOM 130 Intercultural Communication** 3 Units

Examines the influence of culture on human communication. Students will learn skills to communicate effectively with people from different cultures. Theoretical and practical models are explored. Emphasis on cultural identity, relationships, stereotyping, prejudice, nonverbal and verbal cues, values, beliefs, and norms.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

**Transfer:** (CSU, UC) **General Education:** (MJC-GE: B, D2) (CSU-GE: D3, D7) (IGETC: 4C, 4G)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

**A. COURSE CONTENT**

1. **Required Content:**

   - A. Introduction to the Communication Process
   - B. Definition of culture and related terms
   - C. Forces that maintain cultures
   - D. Cultural similarities and differences
   - E. Intracultural communication
   - F. Intercultural communication
   - G. Cultural patterns and taxonomies
   - H. Verbal and nonverbal communication
   - I. Intercultural communication competence skills
   - J. Obstacles to intercultural communication competence
   - K. Critical listening/active listening
   - L. Interpersonal communication and culture
   - M. Cultural identity, cultural biases, and intercultural contact
   - N. Basic tools for intercultural competence
   - O. Ethics of intercultural communication

**B. HOURS AND UNITS**

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**C. METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Materials will be presented through lecture and discussion.
2. Films and videotapes will be shown which supplement the lectures and readings.
3. Class activities will be completed and analyzed to augment classroom lectures and discussions.
4. Reading and writing assignments.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Daily reading of text and other reading materials
   b. Written homework assignments will be assigned periodically throughout the semester, varying in length from 2-5 pages
   c. Research, organization, and preparation for one individual presentation per term
   d. Preparation for 2-3 exams per term
   e. Research cultural patterns and write on 4-5 page paper per term
   f. Research and discuss cultural events in one 3-4 page paper per term
   g. Weekly preparation for quizzes

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a. Research a culture and discuss a minimum of three cultural taxonomies which are present. You may reference the work of Hofstede, Kluckhon & Strodtbeck, or Bond.
   b. Typical exam question: List and explain the eight BASIC tools of intercultural competence.
   c. Typical exam question: Define intercultural communication.
   d. Typical exam question: Define and discuss the relationship of the following obstacles to effective intercultural communication: ethnocentrism, stereotyping, prejudice, and racism.
   e. Research your own cultural heritage. In a 3-5 minute presentation, you will describe two cultural traditions specific to the particular culture(s) and share some type of literary or artistic work (e.g., short story, poem, parable, folk tale, etc.).

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

   As a result of satisfactory completion of this course, the student should be prepared to:

   effectively communicate with persons from different cultures and in different contexts, and participate in intercultural communication in a competent manner.

B. STUDENT LEARNING GOALS

   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. Required Learning Goals

   Upon satisfactory completion of this course, the student will be able to:
a. Analyze the dynamics of communication between people with different cultural heritages (both international and domestic).

b. Identify diverse cultural orientations, values, and behaviors.

c. Identify and practice effective communication skills, including critical listening, which lead to intercultural competence.

d. Determine when cultural issues are influencing communication and the development of interpersonal relationships.

e. Identify the obstacles to effective intercultural communication: ethnocentrism, prejudice, stereotyping, lack of motivation, knowledge or skills.

f. Describe the basic communication process.

g. Define culture and related terms: intracultural communication, intercultural communication.

h. Compare and contrast verbal and nonverbal communication within various cultures.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Objective and essay-type examinations
2. 4-5 page typewritten paper discussing various cultural taxonomies
3. Individual and group presentations
4. Class discussions of case studies

B. SUMMATIVE ASSESSMENT

1. Final examination