

I. CATALOG DESCRIPTION:

A. Department Information:

Division:	Humanities
Department:	Speech
Course ID:	Speech 174
Course Title:	Intercultural Communication
Units:	3
Lecture:	3

B. Course Description:

This course focuses on the communication behaviors and values common to all cultures and ethnic groups and on the differences that insulate and divide people. Students will examine influences on the communication process, including stereotyping, perception, prejudice, values, expectations, etc. Students will learn to overcome the communication problems that can result when members of other cultures communicate by evaluating their own intercultural communication patterns and learning skills to increase their effectiveness. Students will also acquire a greater appreciation for others.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One.

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student should be able to do the following:

- A. Read and critically evaluate current intercultural communication theory.
- B. Identify and evaluate their own intercultural communication patterns.
- C. Apply effective communication principles to new situations.
- D. Analyze the effects of the influences on intercultural communication.
- E. Compare and contrast the communication styles of different cultures and different ethnic groups.
- F. Analyze the issues surrounding intercultural relationship development.
- G. Identify constructive ways to resolve conflict which occurs in intercultural encounters.

IV. CONTENT:

- A. Overview of the communication process
 1. Models of communication (including personal variables)
 2. Define effective communication
- B. Key theories explaining intercultural differences in communication
 1. Define culture and co-culture
 2. Hofstede's four cultural value continuums
 3. Hall's high-context/low-context communication styles
- C. Identity issues
 1. Distinguish between ethnic, cultural, gender, and age identities.
 2. Self-concept and self-esteem
- D. Influences on the intercultural communication process
 1. Cultural
 2. Sociocultural
 3. Psychocultural
 4. Environmental
- E. Expectations for intercultural encounters
 1. Intercultural attitudes, stereotypes, and prejudice
 2. Expectations for intercultural encounters
 3. Ethical issues involved in intercultural encounters

- F. Meaning attribution.
 - 1. Perception
 - 2. Factors affecting attribution of meaning
 - 3. Improving the accuracy of attributions
- G. Intercultural differences in language
 - 1. Cultural beliefs about talk and silence
 - 2. Techniques for improving the quality of messages
- H. Intercultural differences in non-verbal behavior
 - 1. Functions of non-verbal behavior in the communication process.
 - 2. Variation of gestures across cultures
- I. Intercultural influences on relationships.
 - 1. Development of interpersonal relationships with members of other cultures.
 - 2. Prejudices associated with intercultural or interethnic relationships.
- J. Effective conflict resolution behaviors in intercultural encounters
 - 1. Impact of intercultural values on conflict-resolution behavior.
- K. Process experienced when attempting to adapt to a new culture.
 - 1. Culture shock
 - 2. Role of communication
 - 3. Adaptation process
- L. Skills to help students communicate more effectively in intercultural encounters. These include:
 - 1. Empathy
 - 2. Perception checking
 - 3. "I" messages
 - 4. Active listening

V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Read text and other sources
- C. Class and group discussion of significant issues and topics
- D. Relevant video tapes
- E. Written assessments of personal communication patterns
- F. Skill exercises
- G. Research newspapers and magazines
- H. Written essay (think piece) on an intercultural issue
- I. Encounter project

VI. TYPICAL ASSIGNMENTS:

- A. Lecture
 - 1. Psychocultural influences on the communication process.
- B. Reading
 - 1. Read the chapter on message decoding.
- C. Class and group discussion of significant issues and topics.
 - 1. Class discussion: What errors or biases are we likely to make in terms of our attributions?
 - 2. Group discussion: You are members of a group with a new immigrant member. Discuss what steps you would take to ease the adaptation process for the new immigrant. Be prepared to justify your answers.
- D. Relevant video tapes

1. Select a video tape from the approved list which addresses issues involving intercultural communication.
 2. After watching the tape, identify which issues and concepts discussed in class which apply to the video.
 3. Write an analysis paper which discusses your findings.
 4. Prepare a brief speech which presents your findings to the class.
- E. Written assessments of personal communication patterns
1. Complete the personal assessment on cultural and ethnic identities and determine your respective scores.
 2. Journal entry: Reflect on your scores, then answer the following: a) Do you agree with them? Why or why not? b) Which identity was stronger? Why? c) Describe an experience from your past which you believe shaped your cultural or ethnic identity.
- F. Skill exercises
1. (After lecture) complete the written skill exercise on perception checking.
 2. Review the role-play scenarios for perception checking.
 3. Practice perception checking in your group by adhering to the guidelines discussed in the lecture and enacting one of the role-play scenarios.
 4. Provide feedback to another group member regarding his or her performance of perception checking.
- G. Research newspapers and magazines
1. Review several newspaper or magazine articles and obtain two or three stories involving an aspect of intercultural communication.
- H. Written essay (think piece) on an intercultural issue
1. Identify an issue from the newspaper or magazine articles about which you would like to write. Prepare a 2-3 page "think piece" which addresses your views on the issue.
- I. Encounter Project:
1. Keep track of your communication with members of other cultures or ethnicities for a two-week period. After each encounter, complete a diary form.
 2. Review your diary forms to remind you of the encounters and your thoughts, attributions, perceptions, etc.
 3. Using the issues discussed in class lecture and the readings, analyze what occurred in your communication behavior. Be sure to explain your findings in terms of class concepts.
 4. Prepare a written paper including all of your findings. Be sure to attach your diaries with your paper.

VII. EVALUATION:

- A. Methods of evaluation
1. Objective and subjective comprehensive examinations (for lecture and text reading assignments).
 - a. Typical questions
 1. Which of the following conditions does not facilitate the reduction of prejudice when a member of a "majority" group communicates with a member of a "minority" group?
 - A. they have equal status
 - B. they are working on the same goal
 - C. they are performing routine role behaviors
 - D. they have contact which both members consider to be pleasant.

2. List the cultural influences on the communication process.
 3. What are the characteristics of the "intercultural" person? How can intercultural growth be facilitated?
 2. Evaluative essays and presentations (VII.D, VII.H)
 - a. Evaluation will be based on clarity of thought and expression and application of course concepts to materials studied.
 3. Written assessments of personal communication behavior
 - a. Evaluation will be based on completeness of answers and clarity of thought and expression.
 4. Skill exercises
 - a. Evaluation will be based on active participation in the exercises and the presentation of feedback to peers.
 5. Encounter Project
 - a. 20% of project grade: thoroughness of data collection
 - b. 20% of project grade: description of communication behavior
 - c. 20% of project grade: analysis of communication behavior
 - d. 20% of project grade: application of concepts discussed in lectures and readings.
- B. Frequency of evaluation
1. One midterm examination
 2. One final examination
 3. Periodic review of journals, skill exercises, written assignments, and presentations
 4. End-of-term evaluation of Encounter Project

VIII. TYPICAL TEXT(S):

- A. Gudykunst, W. B. & Kim, Y. Y. (1996) Communication with strangers: An approach to intercultural communication (3rd edition). San Francisco, CA: McGraw-Hill, Inc.
- B. Gudykunst, W. B. (1994). Bridging differences: Effective intergroup communication (2nd edition). Thousand Oaks, CA: Sage Publications.
- C. Samovar, L. A. & Porter, R. E. (1997). Intercultural communication (8th edition). San Francisco, CA: Wadsworth.
- D. Leigh, J. W. (1997). Communicating for cultural competence. Boston, MA: Allyn & Bacon.
- E. Landis, D. & Bhagat, R. S. (1996). Handbook of intercultural training Newbury Park, CA: Sage.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Some instructors may require reading packets (obtained in the campus bookstore) and/or rented videos (obtained from local video stores).