



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000545525		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.	5/23/19	6/11/19
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Desiree Montenegro; Dennese Lilley-Edgerton			
CB01 - Subject and Course #: SPE 105			
CB02 - Course Title: Introduction to Intercultural Communication			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories: Completion of English 99 Basic Composition			
CB03 - TOP Code:		1506.00 - Speech Communication	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		A - Transferable to both UC and CSU	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- ☒ Face-to-Face – Section B
- ☒ Correspondence Education – Section C
- ☒ Distance Education – Section D

JUSTIFICATION OF NEED:

Introduction to Intercultural Communication meets the social science requirement for the AA and AS degree at Palo Verde College. This course also meets the following requirements: CSU-GE: D7; IGETC: 4G; UC elective.

An Intercultural Communication course will enhance course offerings and broaden opportunities for study at the institution as a whole; and specifically, in the area of Speech. College demographics indicate a predictable benefit from knowledge, theory, and skill acquisition regarding intercultural communication.

CATALOG DESCRIPTION:

This course is an introduction to intercultural communication. The emphasis is on applying intercultural theories and concepts to understand the influence of cultural membership upon the communicative situation. Students completing this course will improve their intercultural communication competence. This course is recommended for students in all fields; particularly students who plan to transfer and major in Communication Studies as well, as students who anticipate high interaction with people from diverse cultures.

COURSE OBJECTIVES:

At the conclusion of this course, the student should be able to:

1. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.
2. Identify the components of culture and communication and their interrelationship.
3. Explain how culture influences verbal and nonverbal communication.
4. Identify and explain the social and psychological variables of culture and its expression.
5. Discuss the diverse ways of thinking, perceptions and interpretations.
6. Compare and contrast intercultural communication strategies in various contexts.
7. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
8. Identify elements of common ground among diverse cultures.

STUDENT LEARNING OUTCOMES:

1. Explain the basic elements of the communication process.
2. Identify, examine, and explain the various components of culture.
3. Compare and contrast the values of the dominant United States culture with those of other cultures.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

- I. Theories and principles of intercultural communication.
 - A. Components of culture
 - B. Worldview
 - C. Core values/beliefs
 - D. Norms and roles
 - E. Assimilation, enculturation
 - F. Ethics and morals
- II. Components of communication
 - A. Language
 - B. Nonverbal codes
 - C. Perception
 - D. Competencies
- III. Barriers to Intercultural communication
 - A. Ethnocentrism
 - B. Stereotyping
 - C. Prejudice
 - D. Discrimination
 - E. Power
 - F. Culture shock
 - G. Racism

IV. Social and Psychological Variables

- A. High context/low context
- B. Individualism/collectivism
- C. Power distance
- D. The relationship between humans and nature
- E. Similarities and differences in communication patterns

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

- A. Assigned textbook chapters
- B. Additional assigned readings

4. Examples of writing assignments:

- A. Opinion papers on intercultural interactions.
- B. Writing assignments to understand important concepts in intercultural communication.
- C. Self-reflective essay/journal entries.
- D. Research paper on a cultural related topic.

5. Appropriate assignments to be completed outside of class:

- A. Research and interact with a culture one does not subscribe to.
- B. Journal entries reflecting on intercultural interactions with comparisons to case studies.

6. Appropriate assignments that demonstrate critical thinking:

- A. Exercises aimed at demonstrating intercultural competence.
- B. Simulation activities, and discussions of culturally influenced case studies.

7. Other assignments (if applicable):

Other innovative assignments to demonstrate a grasp of intercultural communication theory and practice as needed.

☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

- * Computer Assisted Instruction
- * Audio-Visual
- * Collaborative Learning
- * Lecture
- * Guest speakers

2. Describe the methods of evaluating of student performance.

- I. Examinations.
- II. Writing assignments.
- III. Research report.
- IV. In-class presentations.
- V. Class participation.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

- 1. Field observation.
- 2. Modules delivered via email or U.S. Postal Service.
- 3. Cultural immersion via one-on-one interaction with a person of a differing culture.
- 4. Assisted instruction.

2. Describe the methods of evaluating student performance.

- 1. Examinations

2. Writing assignments
3. Research projects

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact will be maintained through, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous Online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with distance education and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and

instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

1. Computer Assisted Instruction
2. Audio-Visual
3. Collaborative Learning using The Bridge, blogging/vlogging, and discussion forums

2. Describe the methods of evaluating of student performance.

1. Written assignments
2. Oral presentations posted using the Bridge and/or YouTube
3. Examinations
4. Field observations with reports
5. Research projects
6. Blogging/vlogging content and participation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact will be maintained through, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous Online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Samovar, L.A. and Porter R. E. and McDaniel E. R. Communicatioins Between Cultures. 2017. 9th edition (or most recent) Boston, MA: Thomson Wadsworth.

Neuliep, J. W. (2015). Intercultural Communication: A Contextual Approach. 6th edition (or most recent). Los Angeles, CA: Sage.

Martin, J. & Nakayama, T. Intercultural Communication in Contexts 6th edition (or most recent). San Francisco, CA: McGraw-Hill, current edition

Lustig, W. M. & Koester, J. (2018). Intercultural Competence 8th edition (or most recent). San Francisco, CA: Pearson.

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____