



COMM 2150

Division: Humanities

Department: Communication

Course: COMM 2150

Title: Intercultural Communication

Catalog Description:

This course explores communication styles, expectations, values, and norms among and across cultures and examines how cultural similarities and differences impede or enhance communication.

General Education Requirements: Oral Communications

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: none

Corequisites: none

Justification:

In an ever more interactive world, issues of intercultural communication are becoming more and more relevant. The Intercultural Communication course is basic to most colleges and universities. The following Utah public colleges/universities offer the Intercultural Communication course: 1) College of Eastern Utah 2) Dixie State College 3) Salt Lake Community College 4) Southern Utah University 5) University of Utah 6) Utah State University 7) Weber State University.

Student Learning Outcomes:

Students will learn the basic theory, ethics, principles and practice of intercultural communication through classroom lectures and will be able to apply them in group discussions, oral presentations, readings, research papers, and service learning projects. Students will believe that effective intercultural communication skills are essential in a variety of settings.

Content:

1) Imperative of Intercultural Competence. 2) Why Cultures Differ. 3) Cultural Patterns. 4) Intercultural Taxonomies. 5) Cultural Identity. 6) Verbal Codes. 7) Nonverbal Codes. 8) Cultural Variations in Persuasion. 9) Cultural Variations in Interpersonal Relationships. 10) Ethics of Intercultural Competence.

General Education Outcomes:

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2) Write clearly, informatively, and persuasively.

Students will write three or more papers to demonstrate comprehension and utilization of concepts, theories and practices of interpersonal communication. Each paper will be returned with suggestions for improving written, organizational and contextual skills.

3) Speak effectively in a variety of contexts.

Students will prepare and deliver two oral presentations. Specific formats will be provided as a basis for effective presentation preparation and delivery. Students will receive oral and written suggestions for improving content, analysis, delivery, and impact. Informal speaking opportunities, such as small group discussions also required.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

To prepare for oral presentations, research papers, and class discussion, students will gather, interpret, synthesize and organize intercultural communication content from texts, studies, and the internet.

5) Apply a cultural and historical awareness to a variety of phenomena.

Understanding intercultural communication requires knowledge of cultures and their historical contexts. Class discussion and service projects will amplify and enlarge student's cultural and historical awareness.

8) Apply ethical reasoning to a variety of contexts.

Guidelines and techniques for ethical thinking will be included in lectures and textbooks. Ethical considerations will be included in group exercises and oral presentations. Ethical analysis will be part of all research papers.

Key Performance Indicators:

Students will successfully produce three short research papers, equal to 30% of their final grade; two oral presentations, 20%; and a service learning project, 10%. Students will pass a midterm exam, 20% of their final grade, and final exam, 20%.

Percentages are approximate.

Representative Text and/or Supplies:

Martin, Judith N. and Nakayama, Thomas K. (2007) *Intercultural Communication in Contexts* (4th Ed.). Columbus, OH: McGraw Hill. Myron W. Lustig and Jolene Koester (2006) *Intercultural Competence: Interpersonal Communication Across Cultures* (5th Ed.). Boston, MA: Allyn Bacon.

Optimum Class Size: 20

Maximum Class Size:

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Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Communication Department:

Elaine Compton, MS, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)