



**ANTELOPE VALLEY COLLEGE**

**Academic Affairs Office  
Course Outline of Record**

**COURSE SUBJECT & NUMBER:** COMM 219  
**COURSE NAME:** \*Intercultural Communication  
**COURSE UNITS:** 3  
**COURSE HOURS:** 3

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Advisory: Eligibility for ENGL 101.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

The course deals with the analysis of cultural factors in communication. The communication of various nondominant cultures within the United States (African-Americans, Hispanics, Asian-Pacific Islanders, Native Americans, women, the disabled, lesbians, and homosexuals) will be examined and compared to the communication of the dominant culture. International communication, with regard to the global village, will also be addressed. Diversity will be celebrated and issues of racism, sexism, and other prejudices will be discussed.

**COURSE OBJECTIVES:** *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

**Upon completion of course, the successful student will be able to:**

1. Demonstrate an awareness, understanding, and acceptance of their own culture.
2. Demonstrate an awareness, understanding, and acceptance of the cultures of others.
3. Explain, by definition and example, the meanings of the terms "communication," "culture," and "intercultural communication" (along with the subsets of interethnic, interracial, countercultural, international, and male/female communication).
4. Explain how culture determines who and what we are and how we act and to demonstrate that knowledge to become more effective communicators.
5. Identify and analyze potential barriers to communication with other cultures, including racism, sexism, ethnocentrism, ableism, and heterosexism, and identify and analyze methods of circumventing or eliminating those barriers.
6. Identify, compare, and contrast the differences among cultures pertaining to communication variables.
7. Identify and analyze not only the differences among cultures, but the similarities or "themes" that can be found in all cultures.

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

- I. Overview of course and basic elements of communication
- II. Culture and Communication
  - A. Basic elements of intercultural communication
  - B. Related terms (interethnic, interracial, etc.)
- III. Understanding "mainstream U.S. American" culture
- IV. Cultural patterns
  - A. Beliefs
  - B. Values
  - C. Norms
- V. Methods of comparing and contrasting cultures
  - A. High and low context
  - B. Individualism and collectivism
  - C. Uncertainty avoidance
  - D. Power distance
  - E. Time orientation
  - F. Etc.
- VI. Cultural biases
  - A. Ethnocentrism
  - B. Stereotyping
  - C. Prejudice
  - D. Discrimination
  - E. Racism
  - F. Etc.
- VII. Verbal communication and culture
  - A. Language and meaning
  - B. Language and culture
  - C. Language and reality
  - D. Translation and interpretation
- VIII. Nonverbal communication and culture
  - A. Kinesics
  - B. Proxemics
  - C. Use of time
  - D. Silence
  - E. Etc.
- IX. Intercultural competence
  - A. Maintenance of face
  - B. Improving relationships
  - C. Ethics

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**TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS**

*This material is necessary for all credit courses. Assignments should be clearly related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Students will be required to read textbook material and other class handouts weekly, as well as to read library materials in order to complete research papers.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students will be required to take 2 to 3 exams containing a mix of objective and short answer/essay exams. Students will also be required to write one research paper citing references and one paper analyzing their own communication as they attempt to interact within a culturally unfamiliar environment.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

n/a

**4. If course is degree applicable/transfer, describe those critical thinking skills that are required; be sure that they reflect course objective. (Title 5 requirements can be found in the AP&P Standards and Practices book.)**

Students will use analysis, synthesis, and evaluation in writing their research papers (objectives 1, 2, 5, 6, and 7). Students will use recall, description, illustration, and analysis as they complete their exams (objectives 3, 4, 5, and 7). Students will use debate and judgement as they participate in class discussions (objectives 1, 2, 5, 6, and 7).

**5. Describe other types of assignments that students may be asked to complete:**

Students may be asked to write thought or reaction papers, participate in role-playing exercises, and present oral reports.

**6. For each of the above categories, describe the estimated time per week it would take a student to complete typical out-of-class assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading text—2 hours; writing reports—3 hours**

**Reading:** 3.5

**Writing:** 2.5

**Computational:**

**Other:**

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students.)*

Lecture, discussion, videos, and in-class exercises.

**METHODS OF EVALUATION:** *(These must be clearly related to course content, assignments, and objectives, in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers, problem solving exercises, or skills' demonstrations.)*

Objectives 1, 2, 5, 6, and 7 will be evaluated through a research paper in which students compare and contrast two cultures (their own and another) and analyze communication variables, barriers, and similarities. Objectives 3-7 will be evaluated through in-class exams. Objective 4 will be evaluated through a paper in which students analyze their own communication in a culturally unfamiliar context. Objectives 1-7 will be evaluated through participation in class discussions and exercises.

**Suggested Texts or other Instructional Materials (include title, author, publisher, date, and edition):**

Intercultural Competence: Interpersonal Communication Across Cultures, Myron Lustig and Jolene Koester, Allyn and Bacon, 2006.

Communication Between Cultures, Larry Samovar and Richard Porter, Thomson/Wadsworth, 2004.

**Effective Date:** \_\_\_\_\_  
(date course can first be offered to be filled in by Office of Academic Affairs)