

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus

DEPARTMENT: Social Sciences

COURSE: COM 222 Intercultural Communication

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ENG 121, RDG 120, PSY 121, SOC 111

CO-REQUISITES: None

COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

An introduction to the knowledge and skills required for effective interpersonal communication with diverse populations. Communication models, barriers to effective communication and techniques for overcoming communication barriers will be discussed. Special emphasis is placed on communicating with members of various cultures in a helping environment.

TEXT(s): McAuliffe & Associates, Culturally Alert Counseling: A Comprehensive Introduction, Sage Publishing.

MATERIALS: None

METHOD of INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Explain the key terms used to study and understand intercultural communication. (PGC 3, 4, 5; CCC 5, 3).
2. Compare and contrast three basic theories and concepts used to describe an intercultural event. (PGC 3,4, 5; CCC 2, 3, 5, 7)
3. Integrate the theory and practice of effective intercultural communication as it relates to the helping profession. (PGC 3, 4, 5; CCC 1, 2, 4, 3, 7).
4. Assess the impact of society's economic and political structure on intercultural relationships. (PGC 3, 4, 5; CCC 2, 5, 7, 3)
5. Outline and trace the historical experiences of the major immigrant groups in this country. (PGC 3, 4, 5; CCC 1, 5, 6, 3)
6. Design and demonstrate the unique process of adaptation of select immigrant populations to the dominant core culture. (PGC 3, 4, 5; CCC 1, 2, 3)
7. Contrast the experiences of the core culture working class to the experiences of select immigrant groups. (PGC 3, 4, 5; CCC 8)

8. Explain and give examples of the psychological impact of racism and societal inequality on the African-American group. (PGC 3, 4, 5; CCC 2, 3, 7)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Explain the key terms used to study intercultural communication.
 - 1.1 *Describe and discuss key terms of Intercultural Communication including but not limited to:*
 - 1) *Race*
 - 2) *Racism*
 - 3) *Ethnicity*
 - 4) *Dominant/Subordinate Groups - i.e. minority/majority*
 - 5) *Prejudice*
 - 6) *Stereotyping*
 - 7) *Discrimination*
 - 8) *Institutional Discrimination*
 - 9) *Theories of Assimilation*
 - 1.2 *Define Intercultural Communication and identify and/or describe crucial elements in the Intercultural Communication process.*
 - 1.3 *Recognize cultural differences among majority and microcultures.*
 - 1.4 *Define culture and its elements.*
 - 1.5 *Recognize the significance of language, socio-economic class, and education on culture.*
2. Compare and contrast three basic theories and concepts used to describe an Intercultural event.
 - 2.1 *Define and analyze non-verbal communication patterns.*
 - 2.2 *Understand Social Perception and its influence on Intercultural Communication.*
 - 2.3 *Identify types of Racism.*
 - 2.4 *Explain the relationship between interpersonal communication and intercultural communication.*
 - 2.5 *Describe and outline obstacles to intercultural communications and competence. Define key concepts such as:*
 - 1) *Ethnocentrism*
 - 2) *Stereotyping*
 - 3) *Prejudice*
 - 4) *Racism*
 - 5) *Lack of knowledge, motivation and skill*
3. Integrate the theory and practice of effective intercultural communication as it

relates to the helping profession.

- 3.1 *Differentiate between high context-low context cultures.*
- 3.2 *Identify Hofstede's Four Factors of Culture.*
- 3.3 *Discuss how a culture's worldview and values affect communication.*
- 3.4 *Describe the "cultural adaptation" and "acculturation" processes.*
- 3.5 *Discuss methods of Intercultural effectiveness.*
- 3.6 *Identify and describe the importance of interpersonal relationships in intercultural communication and effectiveness and conflict.*

4. Assess the impact of society's economic and political structure on intercultural relationships.

- 4.1 *Describe the impact of society's economic power structure on cultural relationships and distribution of power.*
- 4.2 *Analyze the socio-political and economic relationships of the different cultural groups.*

5. Outline and trace the historical experiences of the major immigrant groups in this country.

- 5.1 *Describe the impact of our (USA) society's socio-political history and structure on different cultural groups relationship.*
- 5.2 *Outline and trace the historical experiences of various ethnic/racial groups such as:*

- 1) *European American*
- 2) *African American*
- 3) *Native American*
- 4) *Latino/a*
- 5) *Asian American - Japanese, Chinese*

6. Design and demonstrate the unique process of adaptation of select immigrant populations to the dominant core culture.

Recognize and/or trace the adaptation process of an immigrant micro culture to the dominant core culture of the U.S.

7. Contrast the experiences of the core culture working class to the experiences of select immigrant groups.

- 7.1 *Identify the psychological impact of the social, political, and economic realities on the working class "core culture" groups.*
- 7.2 *Identify and/or analyze the struggles that are passed from generation to generation of microcultures.*
- 7.3 *Describe "gender" differences in dealing with lifestyle of working class*

groups.

8. Explain and give examples of the psychological impact of racism and social inequality of the African-American group.
 - 8.1 *Describe the psychological impact of racism and societal inequality on the African-American group.*
 - 8.2 *Outline the historical mistreatment of African Americans and describe its psychological and social costs.*
 - 8.3 *Analyze and integrate the impact of all of the above objectives on the cultural relationships in today's society in your family and in your own lives.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

Examinations:

60%

(CCC 2, 4; MPO 1-8)

There will be four examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true-false, short answer, and essay. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Project:

25%

(CCC 1, 3, 5, 6; MPO 1,5,6)

You will interview a person from a cultural background other than yours and write a 5 page narrative paper that summarizes the interview. The questions are to be included as an appendix to the paper. You will obtain written permission from the person you are interviewing to use the material in the interview for your class project. As a summary to your paper, you will identify and reflect upon the similarities and differences between your cultural lifestyle and that of the person you have interviewed.

Participation:

15%

(MPO 1-8)

You will complete homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to quizzes, text-based activities, instructor provided handouts, small group work, lab work, and web-based activities. No missed in-class activities may be made up.

See Measurable Performance Objectives for detailed expectations and requirements. Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.