COURSE INFORMATION

COURSE TITLE
COM220- Intercultural Communication

COURSE DESCRIPTION
Explores the link between culture and communication and will develop and/or enhance communication skills and the abilities appropriate to a multicultural society. Emphasis will be on understanding diversity within and across cultures. Relevant concepts include perception, worldview, context, ethics, language, and nonverbal communication. This course is a part of the Statewide Guaranteed Transfer courses. GT-SS3

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
There are no curriculum prerequisites for this course. However, all students are expected to read and write in English at the college level.

GT PATHWAYS:
The Colorado Commission on Higher Education has approved COM220 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to CDHE GT Pathways Information.

GT Pathways Syllabus for COM220

This course is one of the Statewide Guaranteed Transfer courses.
CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**COURSE MATERIALS**

There are no textbooks associated with this course or additional resources required. All course reading/viewing material is available online and linked within the course site. You do not need to purchase any additional materials.

**Minimum Computer Requirements**

To complete this course, you will need **regular** access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a **critical step**, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

**Library Access**

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in this course are as follows:

1. Assess the impact of cultural factors on the human communication process.
2. Identify specific forces which create cultural differences.
3. Speculate about the impact of cultural diversity on everyday interactions and contexts, such as business, education and interpersonal relationships.
4. Theorize about the influence of cultural values and world view on language and thought processes.
5. Assess the cultural uses of touch, space, silence, artifacts, body movements and para linguistic cues.
6. Illustrate the various factors which may inhibit communication between people of different cultures and suggest means of managing barriers to intercultural communication.
7. Demonstrate specific communication skills to improve their intercultural communication.

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Define Culture</td>
<td>2,4,6</td>
</tr>
<tr>
<td>2 Summarize three approaches to the study of IC</td>
<td>2,4</td>
</tr>
<tr>
<td>3 Identify the methods used within each of the three approaches</td>
<td>4,6</td>
</tr>
<tr>
<td>4 Identify and discuss the imperatives for studying IC</td>
<td>2,6</td>
</tr>
<tr>
<td>5 Explain the strengths and weaknesses of each approach</td>
<td>2,4,6</td>
</tr>
<tr>
<td>6 Explore your own implicit bias</td>
<td>6</td>
</tr>
<tr>
<td>7 Explore your own open-mindedness</td>
<td>2,4</td>
</tr>
<tr>
<td>8 Discuss stages of critical thinking</td>
<td>4,6</td>
</tr>
<tr>
<td>9 Discuss vulnerability</td>
<td>4,6</td>
</tr>
</tbody>
</table>

**MODULE 2**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Define narrative</td>
<td>1,2,4</td>
</tr>
<tr>
<td>2 Reflect on and discuss your family’s migration story</td>
<td>1,2</td>
</tr>
<tr>
<td>3 Distinguish the difference between minority, majority, dominant and normative</td>
<td>2,4</td>
</tr>
<tr>
<td>4 Define: race, racism, acculturation, assimilation, and colonization</td>
<td>2,4</td>
</tr>
<tr>
<td>5 Define privilege</td>
<td>4</td>
</tr>
<tr>
<td>6 Explore cultural self-awareness and its connection to privilege</td>
<td>2,4</td>
</tr>
<tr>
<td>7 Discuss how storytelling and narrative have created your identity</td>
<td>1,2,4</td>
</tr>
</tbody>
</table>
MODULE 3

Outcomes  Competencies
1 Define the components of nonverbal communication 1,3,4,5,6,7
2 Describe the ways you use nonverbal to express your identity 1
3 Examine the strengths and weaknesses of nonverbal communication 3,4,5
4 Assess the impact of cultural factors on nonverbal communication 1,2,4,7
5 Define cultural Appropriation 1,2,4,7

MODULE 4

Outcomes  Competencies
1 Define: sex, gender, masculine, feminine, cisgender, genderqueer, transgender, LGBTQ, heteronormativity 1,2,3,5
2 Distinguish and discuss: sex, gender, masculine, feminine, cisgender, genderqueer, transgender, LGBTQ, heteronormativity 1,2,3
3 Discuss the social construction of gender 1,2,3
4 Discuss the ways in which gender is performed 2,3,5
5 Describe the ways in which you have learned to perform your gender 1,3,5
6 Describe the verbal and nonverbal components of gender performance 1,2,3
7 Discuss Intersectionality 1,2,3,5

MODULE 5

Outcomes  Competencies
1 Identify one of the following that privileges one culture over another: workplace or school policy, proposed bill or ordinance, local or state law 1,2,3,4,5,6,7
2 Propose a plan about how you could change that policy, bill, ordinance or law 1,2,3,4,5
3 Estimate the process and length of time it will take 1,2,3,4,5
4 Discuss, analyze and critique these plans with classmates 2,3,4,5
5 Offer suggestions for improvement 6,7
6 Demonstrate skills to improve IC (verbal and nonverbal) 6,7
GRADING AND EVALUATION

METHODS

Modules typically consist of two discussion boards and an essay. Module 1 does not have an essay assignment because during both Modules 1 & 2 you will work on your Family Migration or Family Cultural Story essay project, to be turned in at the end of Module 2. There is also a student introduction discussion, and assigned activities for implicit bias and open-mindedness tests which are unique to Module 1.

Evaluation is based on discussion board posts, discussion board participation, and assignments. This is a communication course; your ability to communicate in writing will be assessed. Refer to the discussion guidelines for information on discussion expectations.

DEADLINES

Early submission is permitted. However, early submissions will not be graded until after the deadline for the assignment has passed. Late submissions are not typically accepted and will only be considered on a case-by-case basis; please contact the instructor.

COMMUNICATING DIFFICULTIES/ABSENCES

It is your responsibility to contact the instructor in a timely manner if you become ill or have scheduling or computer problems that would keep you from participating in course activities for an entire week.

KEEP A COPY OF ALL SUBMISSIONS

Be sure to save copies of everything you send to the instructor, including both emails and assignments. Murphy's Law of the Computer seems to be that what can go wrong, will.

GRADING POLICIES

HOW DO I GET A GOOD GRADE? KNOW YOUR RUBRICS!

Submissions will be graded using rubrics. You will be able to review grading feedback from the instructor in order to improve future submissions. Be sure to review the Rubrics posted in the Tools drop-down menu to familiarize yourself with the expectations for each type of assignment (discussion, essay, etc.).

WRITING ASSISTANCE

If you need help with the writing assignments in this course, check out these tools, which may make the writing process a bit easier.
• CCCOnline Library has created a writing guide that offers help with grammar and sentence structure and offers tips for the writing process.

**SUMMARY OF GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Discussions (11 @ 40 points each)</td>
<td>440</td>
<td>44%</td>
</tr>
<tr>
<td>Family Migration/Cultural Project (1 @ 200 points)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Papers (3 @ 120 points each)</td>
<td>360</td>
<td>36%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
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**Grading Scale**

A = 90 to 100%    B = 80 to 89%    C = 70 to 79%    D = 60 to 69%    F = 59% and below
**COURSE SCHEDULE**

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

**This course is not self-paced and is not open-exit.** All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

**MODULE 1**

**Reading/Assignments/Exams**
- Introduction discussion 1 initial post
- Introduction discussion 1 replies to peers
- Discussion 2 initial post
- Discussion 2 replies to peers
- Discussion 3 initial post
- Discussion 3 replies to peers

**MODULE 2**

**Reading/Assignments/Exams**
- Discussion 1 initial post
- Discussion 1 replies to peers
- Discussion 2 initial post
- Discussion 2 replies to peers
- Family Migration Project

**MODULE 3**

**Reading/Assignments/Exams**
- Discussion 1 initial post
- Discussion 1 replies to peers
- Discussion 2 initial post
- Discussion 2 replies to peers
- Essay
## Module 4

**Reading/Assignments/Exams**
- Discussion 1 initial post
- Discussion 1 replies to peers
- Discussion 2 initial post
- Discussion 2 replies to peers
- Essay

<table>
<thead>
<tr>
<th>Due Dates</th>
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## Module 5

**Reading/Assignments/Exams**
- Discussion 1 initial post
- Discussion 1 replies to peers
- Discussion 2 initial post
- Discussion 2 replies to peers
- Essay

<table>
<thead>
<tr>
<th>Due Dates</th>
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</thead>
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