



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **September 2004**

B. Department / Program Area:

If Revision, Section(s) Revised: **C**

Date of Previous Revision: **May 2000**

Date of Current Revision: **Sept. 2004**

C: **CMNS 1104** D: **FOUNDATIONS OF INTERCULTURAL COMMUNICATION** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description:
 This course presents the foundational knowledge and skills needed to improve students' abilities to communicate effectively in intercultural contexts. The course examines basic concepts in Intercultural Communication and emphasizes the identification and application of basic Intercultural Communication skills. Barriers to effective Intercultural Communications are identified and strategies for overcoming them explored. The course has a strong applied focus and will be particularly useful for students who are in frequent contact with people from diverse cultural backgrounds.

Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar	
Number of Contact Hours: (per week / semester for each descriptor)	
2/2	
Number of Weeks per Semester:	
14	
J: Course for which this Course is a Prerequisite	None
K: Maximum Class Size:	25

L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit		
<input type="checkbox"/>	College Credit Non-Transfer		
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested	X Granted

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- c) Examining communication and the self
 - Identity development and communication
 - The self in one-to-one communication
3. What do we mean by Intercultural Communication?
Focus: defines the concept of Intercultural communication in relation to communication in general and examines taxonomies that explain aspects of the intercultural experience.
- a) Defining Intercultural Communication
 - b) Models describing Intercultural Communication
 - Degrees of interculturalness (Sarbaugh)
 - Continuum models (Samovar and Porter)
 - c) Taxonomies for understanding Intercultural Communication
 - Kluckhohn and Strodtbeck's values orientations
 - Hall's high and low context
 - Triandis' individualism and collectivism
 - Hofstede's cultural patterns
 - Bond's Confucian cultural patterns
4. What factors influence the Intercultural Communication process?
Focus: introduces the major cultural, social, and psychological factors that are commonly identified as influencing Intercultural communication
- a) Cultural factors
 - Values, norms, and rules
 - World view
 - b) Social factors
 - Group memberships
 - Role attributions
 - c) Psychological factors
 - Categorization
 - Expectations
 - Attributions
 - d) Obstacles to Intercultural Communication
 - Uncertainty reduction theory
 - Attribution theory
5. How does verbal communication differ from culture to culture?
Focus: introduces the idea that conventions of language use and communication and relational style vary across cultures
- a) Verbal codes
 - Rule systems in verbal language
 - The Sapir-Whorf hypothesis
 - b) Translation, interpretation and additional language use
 - Challenges of equivalence
 - Influences of mother tongue culture on additional language use
 - c) Communication styles
 - Persuasive styles
 - Organizational preferences
 - Structure of conversations
 - Conversational rules

d) Relational styles

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8. What ethical issues arise in Intercultural Communication:

Focus: identifies and addresses ethical issues that may arise in the context of Intercultural Communications, and encourages students to formulate responses to those issues

- a) Ethical awareness
 - Ethnocentrism
 - Cultural relativity
 - Universal ethics.

O: Methods of Instruction

The teaching methods will require teacher interaction as coaches and as facilitators for students' active participation in the learning process. The following is a list of instructional strategies.

INTERACTIVE TEACHING METHODS

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|------------------------|-----------------------------------------|
| 1. Lecture | 8. Simulations and briefings |
| 2. Academic readings | 9. Artistic representations |
| 3. Videos/film | 10. Media reports/stories |
| 4. Literature | 11. Student interviews |
| 5. Guest speakers | 12. Class discussions |
| 6. Cultural informants | 13. Fish bowls |
| 7. Class exchanges | 14. Buzz groups |
| | 15. Role plays with professional actors |

ACTIVE PARTICIPATION OF STUDENTS

A. In-class activities

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|-----------------|------------------------------------|
| 1. Role Plays | 13. Value-clarification exercises |
| 2. Negotiations | 14. Cultural manifestos |
| 3. Interviews | 15. Introductory cultural profiles |

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