

University of Houston-Downtown

Course Prefix, Number, and Title: COMM 2307: Intercultural Communication

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Component Area Option-Oral Communication Focus

Prerequisites: ENG 1302

Co-requisites: None

Course Description: A study of the impact of culture on communication behaviors and the implication for cross-cultural interactions, both interpersonal and organizational.

TCCNS Number: N/A

Demonstration of Core Objectives within the Course:

| Assigned Core Objective | Learning Outcome Students will be able to: | Instructional strategy or content used to achieve the outcome | Method by which students' mastery of this outcome will be evaluated |
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| Critical Thinking Communication | Prepare an outline and text for presentations in which there is a clear thesis; an engaging introduction; multiple, focused supporting points; a logical and effective organization of ideas; and a conclusion that open up the argument to wider application. | <p><u>Content Topics:</u> Full-sentence outlines, introduction, attention-getter, thesis statement, preview sentence, developing and supporting main points, transitions, conclusion</p> <p><u>Instructional Strategies:</u></p> <p>Lecture, in-class group work exercises, handouts, reference guides</p> | <ul style="list-style-type: none"> • Rubric of full sentence outline • Individual presentation rubric |
| Critical Thinking Communication | Use and cite sources appropriately. | <p><u>Content Topics:</u> Conducting research, in-text citations, works cited page, reference page, MLA, APA, plagiarism</p> <p><u>Instructional Strategies:</u></p> <p>Lecture, in-class group work exercises, handouts, reference guides</p> | <ul style="list-style-type: none"> • Rubric of full sentence outline • Individual presentation rubric • Exams |
| Critical Thinking | Use research and analysis to | <u>Content Topics:</u> | <ul style="list-style-type: none"> • Rubric of full sentence |

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| Communication | develop an oral presentation. | <p>Conducting research, gathering research material, critical thinking, interviewing, thesis statement, developing and supporting main points, university library database</p> <p><u>Instructional Strategies:</u> Lecture, online discussion board forum, handouts, reference guides</p> | <p>outline</p> <ul style="list-style-type: none"> Individual presentation rubric <p>In-class graded activity</p> |
| Critical Thinking Communication | Use nonverbal communication (gestures, dress, eye content, visuals, etc.) to reinforce communications and engage the audience. | <p><u>Content Topics:</u> Artifacts, eye contact, facial expressions, vocal delivery, posture, gestures, enthusiasm</p> <p><u>Instructional Strategies:</u> Lecture, handouts, in-class activities</p> | <ul style="list-style-type: none"> Rubric for delivery as part of the overall individual presentation rubric. <p>Peer feedback on the individual presentations.</p> |
| Critical Thinking Communication | Assess the impact of oral and visual communication during presentations and provide feedback. | <p><u>Content Topics:</u> Thesis statement, main point clarity and organization, visual aids, technology-based presentations, vocal delivery (volume, rate, pitch, vocal pauses), body language (gestures, posture, eye contact, artifacts, facial expressions)</p> <p><u>Instructional Strategies:</u> Lecture, handouts, online supplemental resources (articles, examples speeches)</p> | In-class assignment |
| Critical Thinking Communication | Use active listening to respond to questions, summarize, clarify and facilitate understanding. | <p><u>Content Topics:</u> Listening skills, critical thinking, critical analysis</p> <p><u>Instructional Strategies:</u> Lecture, instructional videos, online discussion board forums and assignments.</p> | <p>Graded discussion question assignments</p> <p>Rubric for responding to student questions within the overall Individual Presentation rubric</p> <p>Exams</p> |
| Critical Thinking | Identify strategies for presenting in alternative | <p><u>Content Topics:</u> Technological mediated sources,</p> | Quiz and exams |

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| Teamwork | delivery situations, such as, culturally diverse audiences, teams, and distance presentations. | cultural diversity, cultural patterns, beliefs, values, norms, social practices, value orientations, cultural taxonomies <u>Instructional Strategies:</u> Lecture, class discussion, course textbook, class handouts, online discussion | In-class activities |
| Personal Responsibility | Connect choices, actions, and consequences to ethical decision-making. | <u>Content Topics:</u> The power of language in intercultural communication (verbal codes, language and thought), nonverbal messages (cultural variations and universals, synchrony of nonverbal communication codes), verbal and nonverbal code usage in persuasion, interpersonal relationships (maintaining face, improving intercultural relationships) <u>Instructional Strategies:</u> Lecture, class discussion, course textbook, supplemental articles, news stories and videos | Exams, In-class group discussion activities Online discussion assignments |

Additional Course Outcomes: See outcomes above.

Course Outline:

- Introduction to Intercultural Competence
- Culture and Intercultural Communication
- Intercultural Competence
- Cultural Patterns and Communication: Foundations
- Taxonomies Verbal Intercultural Communication
- Identity, Biases, Intercultural Contact
- Nonverbal Intercultural Communication
- Intercultural Competence in Interpersonal Relationships
- Cultural Exploration

Grading/Course Content which Demonstrates Student Achievement of Core Objectives

| Course Grade | A: 90-100 | B: 80-89 | C: 70-79 | D: 60-69 | F: 0-59 |
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| Summary of Course Exams, Quizzes, Activities, and Final | | | | | |
| Class Assign/Participation (oral/aural) | | | 20% of the course grade | | |
| Test Average | | | 30% of the course grade | | |
| Cultural Exploration – Presentation (oral/aural/visual) | | | 10% of the course grade | | |
| Cultural Exploration – Paper (written) | | | 150% of the course grade | | |
| Film Paper | | | 15% of the course grade | | |
| Family Tree | | | 10% of the course grade | | |