

COMM 2150: INTERCULTURAL COMMUNICATION (CM)

Salt Lake Community College

Instructor:

email:

Office:

Office Hours:

Course Description

This course focuses on the systematic study and practice of communication processes that involve contact and interaction between people of different cultures; reviews essential intercultural communication theories that allow access to explanations and descriptions of cultural norms and values; and identifies guidelines for achieving intercultural communication competence.

Prerequisite

There are no prerequisites for this course.

Required Textbook

Martin, Judith N., and Nakayama, Thomas K. *Intercultural Communication in Contexts* (8th Ed.). Boston: McGraw Hill, 2022.

The textbook is being provided digitally to students through Canvas and paid for as a lower-cost course fee. You will not need to purchase or order the book because it has been preloaded into the Canvas course. To get the ebook, click on the “Follett Discover” tab in the left-hand menu. (Pop-up blockers will need to be removed to allow new tabs to open.) When your list of courses and titles pull up, click on the title of the book to open the ebook on the site BRYTEWAVE.REDSHELF.COM.

You can also access the textbook directly at <https://brytwave.redshelf.com/Links to an external site>, logging in with your Bruinmail address and bypassing the Canvas link.

If you prefer a hard copy textbook, you can opt-out of using the ebook through Follett Discover. Hard copies are available for purchase or rent in the SLCC bookstore (SMC and Redwood).

Course Learning Outcomes

Through lecture, discussion, skill development exercises, and assessments students will achieve the following course objectives:

1. Identify the differences and similarities between cultures and co-cultures within the United States that include: race, ethnicity, sex, gender, religion, age, class, sexual orientation, national identities, regional identities, and personal identities.
2. Describe ways intercultural communication encompasses a number of diversity issues including perceptions, language, values, norms, behavior, and patterns of thought among culture populations.
3. Recognize disparities of power between majority and minority cultures within the United States that lead to social inequalities.
4. Identify personal growth toward a more ethnocentric point of view.
5. Identify, analyze, and apply essential intercultural communication concepts, theories and research material in a variety of intercultural contexts.
6. Participate in empathetic, intercultural interactions with people and groups representing dominant and co-cultures within the United States.
7. Plan and participate in a community based project with a focus on increasing understanding and communication with a different culture.
8. Reflect on models of intercultural communication within their own disciplinary studies, professional arenas, public and personal life.

Intercultural Communication as General Education

This course fulfills the Diversity (DV) and Communication (CM) requirement for the [General Education Links to an external site.](#) program at Salt Lake Community College. Regardless of your major, General Education courses build a foundation of broad knowledge and skills that help you in your future career and life.

Interpersonal Communication as a Diversity (DV) requirement

SLCC's definition of Diversity is the study of certain differences (race, ethnicity, social class, gender, ability, sexual orientation, age, religion, etc.) and how those differences translate throughout U.S. history into disparities of power, privilege, and access to opportunity. This course will identify and challenge your assumptions and encourage you to consider multiple perspectives so that you can become a more responsible/informed/educated and effective citizen in this multicultural society. This course will invite personal discussion and authentic personal reflection, and it will require respectful interaction (especially with those with whom you may disagree).

Interpersonal Communication as a Communication (CM) requirement

Communication (CM) courses focus on the study and application of principles and skills in verbal, nonverbal, written, visual and/or multi-modal forms of communication, focusing on the construction of shared meaning. CM courses combine the study of communication theory and/or disciplinary epistemologies with hands-on practice. These courses engage students in the production of critical thinking and analysis, argumentation, and other communicative acts that enrich human relationships, and that ground the epistemologies within our professions, disciplines and/or the public sphere. While all General Education courses have communicative and reasoning elements, CM courses center specifically on the systematic study and production of communication

and reasoning as generalizable human activities or within epistemologies specific to a discipline.

Salt Lake Community College Learning Outcomes

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses:

- Acquiring substantive knowledge
- Communication effectively
- Developing quantitative literacies
- Think critically and creatively
- Civically engagement
- Work professionally and constructively
- Develop computer and information literacy
- Lifelong wellness

Service-Learning Class

Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility.....American Association of Community Colleges

This is a Service Learning class. Students are required to set up and complete a service-learning project to an organization that provides services to a culture group that is different than their own. Students will be taught theoretical principles prevalent in the study of intercultural communication. The service-learning project will provide students with the opportunity to apply the concepts to help them understand and communicate more effectively with their chosen culture. The service learning will also provide students with the opportunity to be actively involved in the community and provide needed services to an under-represented population.

CLASS POLICIES

Etiquette

Because the topic of this class is intercultural relationships, class discussions may include personal stories. If you hear a student illustrate a concept with sensitive examples of personal relational experiences, respect that person's trust and privacy. Please refrain from repeating classmates' personal examples outside of this class.

Withdrawal from class

Any student who fails to withdraw but does not attend class and/or submit assignments will receive an "E" grade for the course. The instructor will not award "I" grades to non-

participating students. Withdrawing from the course and other matters of registration for and/or dropping the class is the student's responsibility.

Grades

Grades are based on achievement, not effort. For each assignment, you will receive a description, a set of grading criteria, and student example. You can earn the grade you want by achieving the published requirements. Timeliness and mechanics (punctuation, grammar, and spelling) are taken into account and are rewarded with points.

Your professor does not GIVE you grades in this class. You EARN your grades.

Late Assignments

Journals and quizzes will not be accepted late. The proposal, field notes, and final report will be accepted up to 1 week late, with a 10% late penalty. For more information, check the submission page for each assignment.

ASSIGNMENTS AND GRADING

Chapter Quizzes

For each chapter you will complete a test. Many of the questions will require you to analyze communication scenarios and suggest the most appropriate response. Some questions will check your knowledge of vocabulary and basic concepts. These tests are designed to be a learning experience. If you aren't satisfied with your first score, you may retake the test. Allow study time between attempts. No late quizzes will be accepted.

Assignments

1. Journal--students will write a weekly Journal that reflects on the course videos assigned in the course and relates them to their service-learning experience or a course concept.
2. Service-Learning Project--Students will set up and complete 15 hours of service learning during the semester with an organization that provides service to a culture that is different than your own. The project includes the following:
 - - Service Learning Proposal--Students will write a proposal that sets up and outlines their service-learning project. An assignment sheet and student example is provided.
 - Field Notes--students will write and maintain field notes that keeps record of their service-learning experience. The field notes should include the date and time of service, what type of service conducted, and observations about the culture you are serving.
 - Service Learning Final Report--students will write a final report that reflects on their service-learning experience and applies an

intercultural communication theory to help explain their experience. An assignment sheet is provided.

- ePortfolio

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a Signature Assignment and reflection. When you finish your time at SLCC, your ePortfolio should provide a multi-media showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#)[Links to an external site.](#).

In order for us to learn from your ePortfolio and provide effective support, we must be able to access your ePortfolio.

To ensure access to your ePortfolio, please link your ePortfolio URL to your MySLCC account by following these directions:

- a. Copy the URL in the web address bar for your Welcome page (e.g. "slcc.digication.com/john-smiths-eportfolio")
- b. Log into [my.slcc.edu](#)[Links to an external site.](#)
- c. Locate the ePortfolio card and click "Submit ePortfolio"
- d. Click Submit on the left side of the page under General Education ePortfolio,
- e. Paste the URL for your ePortfolio's Welcome page into the blank box underneath Enter ePortfolio URL.
- f. Click Save.
- g. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

If you would like virtual or in-person help with your ePortfolio please sign up for an ePortfolio appointment [here](#)Links to an external site..

Final Exam

There is no final exam for this course.

Assignments and Evaluations

Journal (12 @ 10 points each)	120 pts.
Chapter quizzes (12 @ 10 points each)	120 pts.
Service Learning Proposal	50 pts.
Service Learning Field Notes & Verification of Hours	050 pts.
Service Learning Final Report (Draft)	020 pts.
Service Learning Final Report	100 pts.
Service Learning Presentation	020 points
ePortfolio	020 pts.
Attendance & Participation	50 points
Total Points	550 pts.

Grading Scheme

550 - 511 = A	422 - 401 = C
510 - 495 = A-	400 - 385 = C-
494 - 478 = B+	384 - 368 = D+

477 – 456 = B	367 – 346= D
455 – 440 = B-	345 – 330 = D-
439 – 423 = C+	329 and below

Please see the [Institutional Syllabus](#) for information on school policies (including academic dishonesty) and student support resources, including Title IX and ADA accommodations ([Disability Resource Center websiteLinks to an external site.](#)).

Notice for students interesting in transferring as a Communication major at 4-year college or university within the state of Utah, go to our [SLCC Communication websiteLinks to an external site.](#) for more information.