MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Intercultural Communication**	**Submitted By:**	**Siskar**
Semester Course Prefix and Number:	**SPCH 1585**	**Approval Date:**	**February 2011**
Old Quarter Course Prefix and Number:	**SPCH 103**	**Revision Date:**	**February 2011**

Number of Credits:	**3**	**Number of Lecture Credits:**	
Semester(s) Offered:		**Number of Lab Credits:**	**Number of Lab Hours:**
Negotiated Class Size: **30**		**Number of Studio/Demonstration/Internship Credits:**	

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__X__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This course is a study of the attitudes, beliefs, and values of people in intercultural/multicultural communication. This course is designed to cultivate, promote, and increase understanding and tolerance of people outside our immediate culture and to increase our skill in communicating with diverse populations. Emphasis will be placed on cultures within the U.S. as well as various international cultures.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):	None
Reading Prerequisite:	College Level Reading
Composition Prerequisite:	None
Mathematics Prerequisite:	None

Career Programs and Transfer Majors Accessing this Course:
A requirement for communication majors and an elective for education majors. This is also a highly recommended course for many programs such as nursing, law enforcement, human services, business, etc.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. _____ None
1. _____ Communications
2. _____ Critical Thinking
3. _____ Natural Sciences
6. _____ The Humanities and Fine Arts
7. __X__ Human Diversity
8. __X__ Global Perspectives
9. _____ Ethical and Civic Responsibility

4. ____ Mathematical/Logical Reasoning
5. ____ History and the Social and Behavioral Sciences
10. ____ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum: Upon completion of this course, the student will be able to:

- Understand the development of and the changing meanings of group identities in the United States, history, and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
- Describe and analyze cultural elements that influence relations of states and societies in their historical and contemporary dimensions.
- Analyze specific international problems that may deal with culture and demonstrate knowledge of cultural, social, religious and linguistic differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.
- Describe the importance of cultural sensitivity to communication
- Demonstrate how cultural awareness increases our desire to communicate across cultural boundaries
- Describe how cultural variances and variables relate to communication difficulties
- Explain the importance of developing and practicing competent communication skills to promote the act of understanding and being understood by other cultures
- Explain how stereotyping and prejudicial thinking and actions can negatively affect our communication with others

Student assessment methods: This may include:

*Group discussions
* Case studies
*Written tests and quizzes
* Oral and written cultural projects
*Reaction papers based on guest speakers representing various cultures/co-cultures
*Five-minute writes, “muddiest/clearest point” writes

Use of instructional technology (includes software, interactive video and other instructional technologies): VCR, computer, and multimedia recording and projection equipment

Outline of the major course content:

- The Definition of Intercultural Communication
- Cultural Values and Communication
- Cultural Dimensions and Diversities
- Why We Study Intercultural Communication
- Transactional Communication and Intercultural Communication
- Verbal and Nonverbal Differences
- Cultural Patterns of Thought
- Roles and Role Expectations
- Dealing with culture shock
- Cultural influences on the contest in such areas as education, health care, and business
- Micro and macro culture differences and the impact on communication
- Becoming a competent cultural communicator in thought, behavior, and attitude

Transfer Information: (Please list colleges/majors that accept this course in transfer.) SCSU: Goal 2 Area A Humanities & Fine Arts (also for SPCH majors) – CSS: elective for communication majors -- UMD elective for Com. & International Studies majors – BSU: Category 7 Human Diversity – UWS: elective for elementary education majors.

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		

Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair