

# COMM-126: INTERCULTURAL COMMUNICATION

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## Effective Term

Fall 2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
Speech Communication (Communication Studies) (Master's Degree)	

### Subject Code

COMM - Communication Studies

### Course Number

126

### Department

Communication Studies (COMM)

### Division

Language and Developmental Studies (LADS)

### Full Course Title

Intercultural Communication

### Short Title

Intercultural Communication

### CB03 TOP Code

1506.00 - Speech Communication

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

E - Non-Occupational

### Rationale

Proposing for Cal\_GETC Area 4

## SECTION B - Course Description

### Catalog Course Description

This course provides an introduction to the factors affecting intercultural communication. The course will examine the influences of culture and gender on areas such as worldviews, values, beliefs, verbal and nonverbal communication patterns, conflict styles and more, in order to develop self-awareness and sensitivity to others in intercultural interactions.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

**Repeatability**

Not Repeatable

**Grading Options**

Letter Grade or Pass/No Pass

**Allow Audit**

Yes

**Requisites****SECTION D - Course Standards****Is this course variable unit?**

No

**Units**

3.00000

**Lecture Hours**

54.00

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate cultural self-knowledge by identifying the impacts of culture on one's own world views, values, beliefs, norms, and communication patterns.
2.	Utilize an understanding of intercultural competence (knowledge, skills, and mindset) to communicate effectively verbally and nonverbally in intercultural contexts.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Identify the components of culture and the influences of history, geography, technology, and socio-political, and economic institutions on culture.
2.	Differentiate between generalizations and stereotypes in applying cultural knowledge.
3.	Identify specific ways in which cultural worldviews, values, beliefs, verbal and nonverbal patterns, and social norms vary among specific co-cultures within the United States and globally.
4.	Comprehend the social and psychological variables of culture and its expression.
5.	Compare and contrast cultural communication strategies in various contexts.

6. Demonstrate cultural self-awareness in recognizing the impact of one's own gender, cultural background, family history, socio-economic status, etc. on one's beliefs, values, behaviors, and identity.
7. Recognize the central connection between language and culture, identify the levels of rules that govern languages, and identify a range of cultural communication styles.
8. Identify the influences of culture on verbal and nonverbal behaviors, and use perception-checking techniques to avoid ethno-centric interpretations of nonverbal behaviors.
9. Discuss the diverse ways of thinking, perceptions, and interpretations.
10. Identify elements of common ground among diverse cultures.
11. Identify the mental and behavioral characteristics associated with intercultural competencies, and recognize the barriers to effective intercultural communication such as stereotyping, prejudice, and ethnocentrism.
12. Research and recognize the contributions and perspectives of people from various ethnic or cultural groups.
13. Knowledge of personal cultural and social organizations and the behavior and social organizations of other human societies.

### Course Content

1. General definitions
  - a. Culture
  - b. Intercultural communication
  - c. Generalizations vs. Stereotypes
2. Global changes creating need for intercultural competence
  - a. Global economy
  - b. Technology – communication, transportation, media
  - c. Domestic diversity
  - d. Global tensions/destructive power
3. Influences on the development of cultures
  - a. History
  - b. Geography
  - c. Technology
  - d. Socio-political institutions
4. Identity
  - a. Components
  - b. Development - assimilation, enculturation
5. Intercultural competence
  - a. Theories and approaches – personality traits, training
  - b. Intercultural Development Continuum Theory
  - c. Distinguishing observations, interpretations, and evaluations; perception checking
  - d. Mental and behavioral characteristics of intercultural competence
  - e. Ethics and morals
6. World views and cultural values
  - a. Kluckhohn and Strodtbeck - five dimensions of world views
  - b. Hofstede - four cultural values
  - c. Hall - high-context vs. low-context cultures
7. Norms
  - a. Explicit vs. Implicit, levels
  - b. Discovering norms through observation, asking/reading, trial and error
  - c. Reactions to broken norms
8. Language Importance - reflects and shapes culture
  - a. Four levels of rules – phonetics, semantics, syntax, pragmatics
  - b. Cultural communication patterns
9. Nonverbal communication
  - a. Universal vs. culturally bound
  - b. Types – eye contact, facial expressions, kinesics, space/territoriality, touch, vocal cues, time, silence, appearance, smells, environment
10. Barriers to intercultural communication
  - a. Ethnocentrism
  - b. Stereotyping
  - c. Prejudice
  - d. Discrimination

- e. Power
- f. Culture shock
- g. Conflict styles

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	Weekly reflections: recorded as a written journal, electronic blog, or discussion forum.
Lecture	Use of multimedia and handouts to supplement lecture, discussion, and reading

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Tests will reflect the unit readings and lectures.
Essays/Papers	Write a 2000-5000 word research essay with a minimum of five scholarly academic source citations.
Projects	Group presentation. For example: In small groups, research cultural variations for an assigned form of intercultural communication, and present your findings to the class as a thirty-minute, interactive lesson.
Problem Solving	Review a case study outlining a cultural problem and its influence on history, geography, technology, and socio-political, and economic institutions on culture, and present a solution.

## Assignments

### Reading Assignments

Example 1: Read "Of Endearment and Other Terms of Address: A Mexican Perspective" pp. 9-17 in *Among US*, and answer questions one and five on page 18. Example 2: Read the section on barriers to intercultural communication in Chapter 3 of *Experiencing Intercultural Communication*, and be prepared to discuss stereotyping, prejudice and discrimination in class.

### Writing Assignments

1. Writing essays or research papers on various related topics For example: Write a 4-6 page paper comparing and contrasting the advice from two or more of our guest speakers regarding how to improve intercultural communication competence. Discuss the extent to which these speakers reflected or deviated from the theories of intercultural competence discussed in class. 2. Performance: Group and/or individual presentations For example: In small groups, research cultural variations for an assigned form of nonverbal communication, and present your findings to the class as a thirty-minute, interactive lesson.

### Other Assignments

Small group project: research cultural variations for an assigned form of intercultural communication, and present your findings to the class as a thirty-minute, interactive lesson.

**SECTION F - Textbooks and Instructional Materials****Material Type**

Textbook

**Author**

Lustig and Koester

**Title**

Intercultural Competence

**Edition/Version**

8th

**Publisher**

Pearson / Allyn and Bacon

**Year**

2017

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**Material Type**

Textbook

**Author**

Martin and Nakayama

**Title**

Intercultural Communication in Contexts

**Edition/Version**

8th

**Publisher**

McGraw Hill

**Year**

2021

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**Material Type**

Textbook

**Author**

Judith Martin and Thomas Nakayama

**Title**

Experiencing Intercultural Communication: An Introduction

**Edition/Version**

7th

**Publisher**

McGraw Hill

**Year**

2021

**ISBN #**

13: 9781260837445

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**Material Type**

Open Educational Resource (OER)

**Author**

Tammera Stokes Rice

**Title**

Creating Intercultural Communication Competence

**Publisher**

Creative Commons Attribution 4.0

**Year**

2020

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**Material Type**

Textbook

**Author**

Remland, Jones, Foeman, and Lawton

**Title**

Intercultural communication: A peacebuilding perspective

**Edition/Version**

2nd

**Publisher**

Waveland Press

**Year**

2024

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**Course Codes (Admin Only)****ASSIST Update**

Yes

**CB00 State ID**

CCC000556585

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**  
No