



**SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM**

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JULIETTE STORR	jms1015	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **CAS**

Number: **271**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(CAS 271N) Intercultural Communication

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Intercultural Com

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)**Additional Designations**

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	UC University College (Pre-Major) (UC_UCCOM)
Effective Semester:	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

The course introduces students to the interdisciplinary study of intercultural communication, including the investigation of domestic and international relationships. Emphasis is on identity formation as evidenced through language as well as social construction of meaning, race, culture, and ethnicity. Topical areas will include assimilation, adaptation, acculturation and accommodation as they relate to dyadic and cultural group interactions. Intercultural communication is naturally inter-disciplinary. Its core content focuses on intercultural communication with connections to other disciplines.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

List of Potential Topics:

Defining Intercultural communication--One week
 Barriers of cross cultural communication--One week
 Defining culture, race, ethnicity--One week
 Ethical Issues in Intercultural Communication--One week
 Assimilation, adaptation, acculturation and accommodation--One week
 Communication and identity formation--One week
 Defining conflict and types of conflict--intercultural/interethnic/interracial--Two weeks
 Immigration, migration and transitory identities--One week

Communicating in diverse contexts and relationships--One week
 Language and identity--One week
 Limits to Cultural Diversity--One week
 Intercultural Personhood: Eastern, Western, and Alternative Perspectives--Two weeks
 Global Citizenship--One week

Course Description:

Focus on topics such as language, identity, prejudice, and intergroup relations on a domestic/ international level. This course fulfills an intercultural and international competence (US/IL) requirement. CAS 271N is designed to give undergraduate students an introduction to the various issues, trends, and historical perspectives pertaining to communication within U.S. domestic and international cultures. It integrates social and behavioral sciences and humanities disciplines so that students can compare and contrast what different disciplines bring to a topic. CAS 271N is an introductory survey course that is highly recommended to students as a course preceding several other 300 and 400-level courses on interpersonal, group and intercultural communication, relationships, and processes.

The name(s) of the faculty member(s) responsible for the development of the course:

- Name: JULIETTE STORR (jms1015)
- Title:
- Phone:
- Address:
- Campus: BR
- City:
- Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The educational objectives include introducing students to the foundational principles underlying intercultural and international group and relationship processes, then applying these principles to the social construction of identities. More specifically, the course seeks to (1) familiarize students with existing knowledge in the area of linguistic, symbolic and social identity processes, (2) apply this knowledge and these foundational principles in intercultural contexts, (3) address the cultural, social and psychological in which identity processes such as adaptation and acculturation occur, and (4) accent the relevance of cultural relationship building and social identity construction to students' everyday life experiences.

As part of these goals, the course will seek to develop the following skills in students:

Students will possess foundational knowledge of intercultural communication processes.

Students will be able to apply their knowledge to help analyze and explain a variety of real-life intercultural and international communication encounters, confrontations and concerns.

Students will acknowledge and identify the cultural, social and psychological factors affecting intercultural and international communication processes themselves, and the outcome of intercultural interactions.

Students will be able to ascertain the possible causes and derivatives of domestic intercultural and global international identity issues.

Students will develop critical thinking skills by doing self-inventories and conducting analyses of current events, popular cultural imagery and institutional ideologies.

Students will become better consumers of popular cultural and global information related to intercultural persons, groups and nationalities.

Students will become better consumers of empirical and theoretic currencies and perspectives in social scientific and humanistic studies.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Evaluation methods will accent the students' abilities to synthesize theoretic, practical, global and domestic literature with their own personal experiences and encounters with culturally different groups and individuals. With that emphasis in mind, students will be graded on assignments such as:

reflection essays, self-awareness assignment, presentation on cultural relationship building, book review, opinion-editorial position papers, journal of personal reflections concerning racial, ethnic, cultural and international issues, presentations, multimedia project, and research project. Students will accumulate points for each assignment; a rubric scale will be provided to students to inform them of how each aspect of the assignment will be weighted (e.g.: grammar, spelling, punctuation, content, presentation style, etc.).

Sample Course Requirements and Grading

Genealogy Project 100 points (10%)
 Literature Review 100 points (10%)
 Film Analysis 100 points (10%)
 Journal Reflections 100 points (10%)

Exam 1 100 points (10%)
Quizzes 100 points (10%)
Exam 2 100 points (10%)
Group Project 200 points (20%)
Participation 100 points (10%)

Total 1000 points (100%)

Each assignment points will be included in an overall grading scale: (e.g. Grading scale: A=1000-900 points, B=899-800 points, C=799-700 points, D=699-600 points, & F= less than 599 points.)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

There are no prerequisites for this course. CAS 271N is an introductory survey course for undergraduates that fulfills US/IL requirements as at least 50% of the content applies to both US and world cultures. The course is integrated across the GH and GS disciplines and courses to provide a greater level of insight and understanding about core concepts in multiple ways. It is highly recommended to students as a course preceding several other 300 and 400-level courses on interpersonal, group and intercultural communication, relationships, and processes. CAS271N will introduce new content and skills in intercultural communication. Students will be required to identify, recall and apply key concepts and discuss core issues such as racism, prejudice, adaptation, assimilation, etc.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course contributes to general education courses as it fulfills the cultural competence requirements, it is intended to fulfill Intercultural/International Competence requirements for students in other majors, minors or options.

A description of any special facilities:

Frequency of Offering and Enrollment:

Every semester.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

Communication across cultures, across borders has become the norm. However, with frequent interaction, there is an increase chance for misunderstanding and conflict. As a result, improving intercultural communication competence should be a core requirement of all institutions in the US and throughout the world. Intercultural communication is an interdisciplinary field of inquiry, as such, intercultural communication should be integrated into all disciplines, organizations and national programs as they try to resolve one of today's pressing challenges: how to create a cohesive and interactive multicultural community? Contemporary educational institutions should lead the way as they play a pivotal role in enhancing social integration and effective intercultural dialogue across communities. However, they need an integrative model. Intercultural communication should be reclassified as an integrative course, IIC, and become a required course of the common education of all undergraduate students. All methods of inquiry should be used, social science, interpretive, and critical in the delivery of the course.

CAS 271N is inherently an interdisciplinary course. Core content focuses on intercultural communication with connections to other disciplines in the humanities and social and behavioral sciences. The current content covers broad areas, which make it adaptable to disciplines in the humanities and social and behavioral sciences. However, it does not emphasize the connections across disciplines, specifically humanities and social and behavioral sciences. CAS271N would use an integrative approach to connect GH and GS disciplines. For example,

thematic readings and assignments would provide connections across courses in humanities and social and behavioral sciences. A variety of assignments would be included to connect various methods--quantitative, qualitative, critical. For example, in the unit on Language and Culture students could explore the rhetorical uniqueness of African American cultures while also considering connections to a health issue like diabetes through content analysis of media. The unit culminates in interdisciplinary and integrative learning. Collaboratively, this unit could be shared with anthropology, economics, psychology or sociology course.

The integrative approach constitutes the major change in the content and delivery of this course. CAS 271N would connect the scientific, interpretive and critical approaches through content and assignments that integrate disciplines in the humanities and social and behavioral sciences such as history, religion, philosophy, english, women's studies, anthropology, psychology, sociology, and economics.

Course engagement encompasses reading, discussing, presenting, writing and reflecting on texts and predicting, explaining, and improving human interactions within a variety of cultural contexts. The instructor and students will lead the class through a variety of

texts, images, speeches and behavioral materials selected as course content. This is a blended learning course, use of Canvas, email, internet, and in-class discussions. Class participation is essential for a vibrant, interactive, engaged learning environment.

The course should retain its US/IL designation as at least 50% of the content applies to the US cultures and world/international cultures. In addition, the integrative approach will expand the content to include more content from various disciplines. The linkage of courses in the humanities and social and behavioral sciences will provide students with a richer, more complex experience from multiple disciplines and enhance their understanding of core concepts from multiple methods and perspectives. For example, the concept of assimilation could be presented from economic and historical perspectives across various domestic and international cultures using a variety of methods. Understanding the cost of assimilation on cultures, both dominant and co-cultures, through the use of economic theories and assessing the historical impact of assimilating cultures in various groups in a society provides students with an opportunity to make connections across multiple cultures and approaches. The integrative approach not only increases the amount of domestic and international content but also expands the scope of understanding that content through multiple perspectives.

In addition to the above, the text books for this course are written from the American and global perspectives and focus on US and global cultures. Texts from world cultures and world/global cultural perspectives are included as required and supplemental readings.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

1. **EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

Students will have opportunities to improve written, oral and visual communication skills through course assignments, these may include written response to readings, essays, presentations, multimedia and research projects. The assignments and course delivery will help students in ways that allow for informed and persuasive discourse that builds trust and respect among all-students, instructor and people in the community. These exchanges will help create an environment where creative ideas and problem-solving flourish. For example, students will be asked to compare communication styles of two different cultures and identify the impact of those communication styles on their perceptions of the cultures they have selected.

2. **KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

Students will have opportunities throughout the course to acquire key literacy in intercultural communication to identify, interpret, create

and communicate cultural competencies in a variety of contexts, including exams, essays, research paper. Literacy will be acquired in multiple areas--textual, quantitative, qualitative, information/technology, health, intercultural, historical, aesthetic, linguistic. The class will be taught so that supplemental resources such as professional audiovisual aids will be employed to illustrate key concepts such as culture, language, communication style, and worldview. Students will be given assignments where they can apply, evaluate and synthesize intercultural literacies. For example, students will create a multimedia project that incorporates textual, quantitative, information/technology to present a report on a culture that is different from their own.

3. CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Students will have opportunities throughout the course to improve critical and analytical thinking skills through assignments, readings and course activities, which may include exams, essays, presentations, multimedia and research projects that explore intercultural issues, ideas, artifacts and events. CAS 271 seeks to develop in students an understanding of the diverse social, cultural and intercultural forces that shape people's lives and ways of communicating. Moreover, it teaches them how to approach these principles and issues through critical, interpretive, empirical and self-inquiry. For example, students will research early twentieth century artifacts in an African village and compare those artifacts to early twentieth artifacts in their own culture.

4. GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

Students will have opportunities throughout the course to improve their abilities to analyze similarities and differences among cultures through class assignments and discussion; evaluating social, cultural, historical, and economic legacies and hierarchies through a variety of assignments that may include exams and other assignments from UP and other campuses; and write reflective essays that help them to assess the quality of their cultural interaction and/or make presentations on their experiences. One major component of this course is discussion of international issues affecting developing nations and the interdependent international community; including the discussion of communication development issues for alliances between nations and peoples. For example, students will evaluate the social, cultural, historical and economic impact of a global health issue--e.g.: Autism Spectrum Disorder-- in order to understand development issues around the world.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

1. EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

Students written, oral and visual communication skills may be assessed through a variety of assignments including exams, presentations, essays, multimedia and research projects. For example, students will be able to identify and explain the historical, social and cultural significance of their genealogy and its impact on their intercultural competence in self reflective essays or presentations.

☐ individual genealogy project to develop self-awareness and self-reflection skills. Students will develop their own genealogies and present them in class.

☐ Assessment: 20-25 minutes genealogy presentation or 500 word essay. Assessed using rubric.

2. KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

Students key literacy in intercultural communication may be assessed through a variety of assignments including in-class discussions, exams, presentations and essays. Students will demonstrate their level of knowledge of key literacies, concepts and theories, in exams, quizzes or research project. Assessed using rubric.

☐ Exams (2) and quizzes (5) will be used to assess students' level of knowledge of course key literacies-- concepts and theories.

☐ Research project will assess students ability to apply, evaluate and synthesize key literacies using various research methods-- qualitative, quantitative, critical inquiry.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Students critical and analytical thinking skills may be assessed through a variety of assignments including in-class discussions, exams, essays, presentations, and research/media project. For example, students will be able to use methods of critical analysis to examine intercultural communication journal articles and produce a literature review.

☐ class discussion of the article 'White Privilege' in order to learn about process of reviewing journal articles from instructor and peers

☐ Assessment: 500 word literature review using critical analysis methods. Literature review assessed using rubric.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

Students abilities to analyze similarities and differences among cultures; evaluate social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders in local/regional/national/global cultures may be assessed through a variety of assignments including in-class discussions, reflective essays, media/research project and presentations. For example,

Students will be able to analyze similarities and differences among cultures; evaluate social, cultural, historical, and economic legacies and hierarchies in global health issues.

collaborative in-class team project to develop ideas for global health issue presentation to class. Teams must also develop questions for class discussion.

Assessment: Team analyzes issue and create presentation and discussion questions. Assessed using rubric.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The GH domain will be reflected in multiple methodologies across various disciplines. These could include the historical method, conceptual analysis, phenomenology, textual criticism, or synoptic method through works in history, religion, literature, and philosophy. Students will demonstrate critical thinking as they reflect on how their identities shape their own cultural perspective, demonstrate knowledge of major cultural currents, issues and developments and become familiar with groups, individuals, ideas or events that have influenced the experiences and values of different communities through readings, discussions, exams and individual and group assignments. For example, a thematic approach connects English, History or Women's Studies and Intercultural Communication. Students could be assigned a group assignment that examines the history of civil rights and women's rights in Latin America and the Caribbean. Using the historical method, conceptual analysis, phenomenology, textual criticism, or synoptic method approaches, students would be required to demonstrate knowledge of these cultural issues and events. This integrative approach will provide students with opportunities to connect core concepts across multiple disciplines using multiple approaches as they examine a given period in time that first defines and temporally delineates, analyzes texts and recorded events within a specific perspective, analyzes a given text regardless of discipline, analyzes abstract concepts, and looks at the origin and development of an idea or concept from various disciplinary perspectives.

GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The GS domain will be reflected in social scientific approach through intercultural experiences that challenge students to think about the impact/effect of communicating with people from various cultures. Students will describe factors that influence behaviors and/or institutions in historical and contemporary settings and expand their understanding of how social, political, and economic influences and trends affect individual, group, and organizations in exams, essays, research assignments or presentations. CAS 271N connects with Anthropology, English or Women's Studies course in content areas and procedure. In the intercultural communication course a thematic

approach could be employed to explore race and gender issues across disciplines. For example, a comparative analysis assignment on gender inequality would require students to: 1) describe gender and racial inequality in Latin America and the Caribbean, 2) use theoretical models and data to explain factors of race and gender in issues of inequality in Latin America and the Caribbean, and 3) identify social, cultural and political implications of gender and racial inequality for people in Latin America and the Caribbean.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

As noted, CAS 271N is inherently an interdisciplinary course. Core content currently focuses on intercultural communication with connections to other disciplines in the humanities and social and behavioral sciences. The current content covers broad areas which make it adaptable to disciplines in the humanities and social and behavioral sciences. Thematic readings and assignments provide connections across disciplines.

This course integrates the intellectual frameworks and methodologies of humanities and social sciences to help students develop insights into social, cultural, structural and historical dimensions of relations among different groups of people and further improve their communication skills in managing cultural differences in their communities. Specifically, the course extends understanding of language, identity, prejudice, discrimination, diversity and intergroup conflict nationally and internationally using a variety of approaches to knowledge. Course engagement encompasses reading, discussing, writing and reflecting on texts and predicting, explaining, and improving human interactions within a variety of contexts. The course will not only acquaint students with the theory and research in the area of intercultural communication across knowledge domains but also help students apply knowledge in understanding, predicting and improving human interactions in both domestic and global contexts. In addition to submitting group projects, students are required to produce individually authored essays/papers that applies integrative thinking.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Course topics may include but are not limited to:

Reasons for study of Intercultural Communication
 Communication and Culture
 History and Culture
 Identity and Culture
 Philosophy and Culture
 Language and Culture
 Comparative Rhetoric
 Culture, Communication and Ethics
 Culture, Communication and Conflict
 Gender, Race, Class and Ethnicity
 Immigration and Culture
 Tourism and Culture
 Education and Culture
 Healthcare and Culture

Possible assignments may include:

1. Students will complete an individual/group research project that examines the history of civil rights and women's rights in Latin America and the Caribbean. Using qualitative approaches, students will be required to demonstrate knowledge of these cultural issues through textual analysis, interviews and/or archival research. Students will present their findings in written paper and oral presentation.

The purpose of this assignment is for students to study and learn about key intercultural issues in other cultures by applying specific methodologies. Another purpose of this assignment is for students to develop and demonstrate their understanding of communication course competencies by applying them to international issues. The specific communication competencies for this unit are the following:
 1) Describe the influence of race and gender in human communication. 2) Describe the influence of identity in human communication.

Students will conduct research on civil rights and women's rights in Latin America and the Caribbean. They can select 3-4 specific countries in Latin America and the Caribbean for their research. They will write a 25 page paper on their findings. The paper must be organized with an introduction, body and conclusion, including a review of the literature.

Integrative thinking occurs as students use a structured academic paper format taught to them in English 15 to describe the communication course competencies. In this paper students will practice a paragraph format called PIE, which stands for Point, Illustration, and Explanation, as well as practice introducing definitions and other quotations from the textbook with MLA-style signal phrases. Thus, as students recognize and apply communication concepts to the issues, they must write paragraphs that make a clear point which is illustrated by specific examples from the research. They then discuss the example and explain how it illustrates the point. They will also apply integrative thinking in the oral presentation by incorporating a structured extemporaneous presentation format taught to them in CAS 100 Effective Speech.

From the communication discipline students will bring understanding and application of key concepts--they must be able to define, explain and apply concepts accurately in the paper. The disciplinary grounding from English is the rhetoric of a structured essay. Students will be given several smaller assignments to help them prepare for this assignment. These mini assignments will be drawn from text, additional reading and in class discussions. The PIE format will also be reviewed.

2. Write a comparative essay on race and gender inequality in Latin America and the Caribbean. Students are required to: 1) describe gender and racial inequality in Latin America and the Caribbean, 2) use theoretical models and data to explain factors of race and gender in issues of inequality in Latin America and the Caribbean, and 3) identify social, cultural and political implications of gender and racial inequality for people in Latin America and the Caribbean.

The purpose of this assignment is for students to study and learn about key intercultural issues in other cultures by applying specific methodologies. Another purpose of this assignment is for students to develop and demonstrate their understanding of communication course competencies by applying them to international issues. The specific communication competencies for this unit are the following: 1) Describe the influence of race and gender in human communication. 2) Describe the influence of power in human communication.

Students will conduct research on inequality in Latin America and the Caribbean. They will write a 25 page paper on their findings. The paper must be organized with an introduction, body and conclusion, including a review of the literature.

Integrative thinking occurs as students use a structured academic paper format taught to them in English 15 to describe the communication course competencies. In this paper students will practice a paragraph format called PIE, which stands for Point, Illustration, and Explanation, as well as practice introducing definitions and other quotations from the textbook with MLA-style signal phrases. Thus, as students recognize and apply communication concepts to the issues, they must write paragraphs that make a clear point which is illustrated by specific examples from the research. They then discuss the example and explain how it illustrates the point.

From the communication discipline students will bring understanding and application of key concepts--they must be able to define, explain and apply concepts accurately in the paper. The disciplinary grounding from English is the rhetoric of a structured essay. Students will be given several smaller assignments to help them prepare for this assignment. These mini assignments will be drawn from text, additional reading and in class discussions. The PIE format will also be reviewed.

3. Individual Paper: Film Analysis

The main purpose of this assignment is for students to learn and/or review the structure of an academic essay. Students are taught how to use a prompt to develop a thesis statement and how to use the thesis statement to structure the essay. Another purpose of this assignment is for students to develop and demonstrate their understanding of communication course competencies by applying them to a movie; students use specific examples from the movie to illustrate and support the thesis. The specific communication competencies for this unit are the following: 1) Describe the influence of perception in human communication. 2) Describe the influence of self-concept in human communication.

The paper should include an introduction with thesis statement, background paragraph, at least one paragraph on the first part of the prompt (focusing on the specific communication concept in the movie), at least one paragraph on the second part of the prompt (focusing on how the specific concept affects communication), and a conclusion. The paper may also include a close reading of one scene from the movie.

Integrative thinking occurs as students use a structured academic paper format taught to them in English 15 to describe the communication course competencies. In this paper students are also practicing a paragraph format called PIE, which stands for Point, Illustration, and Explanation, as well as practicing introducing definitions and other quotations from the textbook with MLA-style signal phrases. Thus, as students recognize and apply communication concepts to the movie, they must write paragraphs that make a clear point, which is illustrated by specific examples from the movie. They then discuss the example and explain how it illustrates the point.

Further integrative thinking takes place through the optional close-reading paragraph, in which students analyze the visual and other non-verbal aspects of the scene in order to illustrate a clear point about inter-personal communication.

The disciplinary grounding from Communication is the understanding and application of perception concepts. The students must be able to define, explain, and apply concepts accurately in the paper. The disciplinary grounding from English is the rhetoric of a structured academic essay, including the thesis statement and the PIE body paragraphs, which in turn have their disciplinary grounding in logic.

While students are not asked to watch the movie as they would in a film studies course (for example, by looking at film-specific qualities such as editing, lighting, or camera angles), the close-reading paragraph has its disciplinary grounding in the literary studies premise that a text will, upon close examination, reveal a meaning beyond that of surface or plot. Students must thus integrate literary studies, communication, and rhetoric/composition if they are to make a clear point about communication illustrated and supported by visual and non-verbal details from the movie.

Students will first select a film that has a cultural theme. (They will be provided with a list of movies that offers some of the clearest examples of the different cultural themes.) Be thorough and selective in your discussion. It is more important to discuss important cultural issues in depth than it is to explain the entire plot of the film. You should apply specific concepts from the course to this analysis. This can be culture general or culture specific. If your analysis is culture specific, look for information that may be in the text or the readings about the culture(s) being considered. (Length approximately 10-12 pages typed and double-spaced.)

Paper Content

Consider the following questions as you view the film and write the paper:

1. Describe the context in which the action takes place. Which elements of the film give information about the context? How does the context affect communication patterns between the characters?

2. Describe different social and cultural identities that emerge in the course of the film. How are these identities constructed? How can the communication perspective help in understanding the identities of the characters? What is the relationship between identity and context? Do identities and associated issues change for particular characters over the course of the film? What influences these changes?
3. How does history affect the standpoints of the characters? What do you learn about perceptions of history from the film? What is the relationship between history and the identity issues of the main characters?
4. What can you say about communication styles and language use in the film? What did language reveal about particular characters? What social structures affect the use of language?
5. Analyze the use of nonverbal and spatial codes that are present in the film. How do characters use these codes? How is space constructed? Identify the elements that reveal these elements.
6. What values are revealed in the film? Be sure to refer to the Taxonomies we have discussed in class.
7. Can you identify cultural and social issues of power, hierarchy, and political concerns that are present in the film? Whose perspectives are considered? Why are those used and not others?

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Integrative CAS 271N offers unique staff opportunities to various campuses. The course design is open and flexible so that it is inclusive of the needs of various campuses that offer it. The course provides options for solo or team-teaching, depending on the campus I-status. Either option allows for an integrative approach through connections to other disciplines.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Assessments will demonstrate how well students make connections among concepts, procedures and applications. The following assessment areas will be used to demonstrate students' ability to apply integrative thinking:

1. Connects relevant experience and academic learning in readings, discussions, essays, research/media project or presentations across disciplines
2. Makes connections across disciplines and/or perspectives through readings, discussions and content delivery in individual and group assignments--research project and essays
3. Adapts and applies skills, abilities, theories, or methodologies gained in essays, research and presentations
4. Makes strategic and meaningful communication choices across multiple contexts and purposes (professional, academic, civic) in presentations and essays
5. Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging context (evident in self-assessment, reflective essay, presentations)

The following rubric will be used to assess students abilities:

Performance Criteria Performance Level

1. Connections to Experience: Illustrate in-depth knowledge across multiple cultures as learn about unique customs, traditions, values, lifestyles, and communication patterns illuminating concepts, theories, or frameworks.
Connects relevant experience and academic learning 1 2 3 4 5

2. Connections to Discipline:

Makes connections across disciplines and/or perspectives Independently connects examples, facts, or theories from more than one field of study, discipline or perspective.
1 2 3 4 5

3. Transfer:

Adapts and applies skills, abilities, theories, or methodologies Adapts and applies skills abilities, theories, or methodologies gained in in-depth examination gained in one situation to new situations of a culture to solve problems or explore issues
1 2 3 4 5

4. Integrated Communication:

Makes strategic and meaningful communication choices across multiple Chooses texts, images and organization using communication channels that demonstrate contexts and purposes (professional, academic, civic) awareness of and calibration toward purpose and audience.
1 2 3 4 5

5. Reflection and Self Assessment:

Demonstrates a developing sense of self as a learner, building on prior Evaluates changes in own learning after completion of

genealogy project/essay, recognizing complex experiences to respond to new and challenging context (evident in complex contextual factors (e.g.: works with ambiguity and risk, deals with frustration, self-assessment, reflective, creative work). considers ethical framework).
1 2 3 4 5

Key=1=poor, 2=unsatisfactory, 3=satisfactory/average, 4=good, 5=excellent

General Education Designation Requirements

Intercultural Requirements:

The course meets the definition of both a US cultures and international cultures course, at least 50% of the course deals with IL and US cultures.

The course meets the requirements for the US courses designation. It will include at least 50% of the following criteria in the graded evaluation of student performance:

Cultivate student knowledge of the similarities and differences among international cultures;
Convey to students a knowledge of other nations' cultural values, traditions, beliefs, and customs;
Increase students' knowledge of the range of international cultural achievements and human conditions through time;

The course also meets the requirements for the IL designation. It will include at least 50 % of the following criteria:

Cultivate student knowledge of the similarities and differences among international cultures;
Convey to students a knowledge of other nations' cultural values, traditions, beliefs, and customs;
Increase students' knowledge of the range of international cultural achievements and human conditions through time;
Increase students' knowledge of nations and cultures not in isolation, but in relation to one another.

Course Outline and Major Topics:

Week 1—Why Study Intercultural Communication? -- approximately 1 week

--Introduction
--Identify the imperatives for studying IC--economic, peace, demographic, technological, ethical, self-awareness
--Explain the dimensions of IC:

(Hall, Kluckhohn, Hofstede, Trompenaar, Tonnies, Lewis)

Week 2—Communication and Culture--approximately 1 week

--Defining culture
--Role of culture in intercultural communication (Franz Boas, Edward Hall)
--Verbal and nonverbal communication among cultures (United States and International)
--Barriers of cross-cultural communication

Week 3—History and Intercultural Communication--approximately 1 week

--Role of history in intercultural communication
--Types of histories--various domestic and international cultures
--History, Power and intercultural communication

Week 4—Identity and Intercultural Communication-- approximately 1 week

--Understanding identity
--Social and cultural identities-- United States and International
--Identity development
--Multiple identities
--Identity, language and intercultural communication

Week 5—Language and Intercultural Communication--approximately 1 week

--Language as barrier--United States and Global Cultures
--Translation and interpretation
--Language, policy, media and representation
--Language and social psychological consequences

Week 6—Cross Cultural Profiles--approximately 1 week

--Group assignments—critical examination of cultural patterns in the United States and International cultures

Week 7— Culture, Communication and Ethics--in the United States and International cultures--approximately 1 week

--Cultural relativism
 --Cultural universalism
 --Approaches to ethics

Week 8— Comparative Cultural Patterns: Philosophical Perspectives--approximately 1 week

--East vs. west
 --African vs. European

Week 9— Culture, Communication and Conflict--approximately 1 week

--Characteristics of intercultural conflict
 --Types of conflict styles--United States and International Cultures
 --Historical and political forces
 --Social and economic forces

Week 10— Cultural Context: Gender, Race, Class & Ethnicity--approximately 1 week

--Role of gender, race, class, ethnicity in intercultural encounters (United States and International Cultures)
 --Power and gender, race, ethnicity
 --Special topics

Week 11— Cultural Context: Immigration and Acculturation--approximately 1 week

--Role of immigration and acculturation in intercultural encounters
 --Special topics: Groups assigned to various domestic and global cultures

Week 12— Cultural Context: Business and Education--approximately 1 week

--Role of business and education in intercultural encounters
 --Special topics

Week 13— Cultural Context: Tourism and Healthcare--approximately 1 week

--Role of tourism and healthcare in intercultural encounters
 --Special topics

Week 14— Future Challenges in intercultural communication--approximately 1 week

a. In the United States
 b. Globally

Week 15—Final Project --approximately 1 week

Long Description

This course helps students develop insights into social, cultural, structural and historical dimensions of relations among different groups of people and further improves their communication skills in managing cultural differences in their communities. The course draws on theory and methodology from a variety of fields. Specifically, the course extends understanding of language, identity, prejudice, discrimination, diversity and intergroup conflict nationally and internationally using a variety of approaches to knowledge. Course engagement encompasses reading, discussing, writing and reflecting on texts and predicting, explaining, and improving human interactions within a variety of contexts. The course will not only acquaint you with the theory and research in the area of intercultural communication but also help you apply the knowledge in understanding, predicting and improving human interactions in both domestic and global contexts across knowledge domains.

CAS 271N is designed to give undergraduate students an introduction to the various issues, trends, and historical perspectives pertaining to communication within U.S. domestic and international cultures. The approach is interdisciplinary in perspective and global in outlook. CAS 271N helps students develop insights into social, cultural, structural and historical dimensions of relations among different groups of people in the United States and across the world and further improves their communication skills in managing cultural differences in their communities.

Through a variety of readings, from multiple perspectives, and assignments students will be encouraged to develop a better understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group/culture being studied.

CASS 271N will meet the following criteria:

a. See nations, cultures, and/or social identities not in isolation, but in relation to each other;

Students will achieve this objective through an interdisciplinary study of two or more countries from multiple perspectives. For example, using the theme of childhood obesity, students will compare and contrast how different domestic and international countries respond to childhood obesity. Using the historical records approach students could examine the history of obesity in various countries, including the United States. Students could also integrate a literature search to analyze the economic cost of illness.

b. Cultivate awareness of the pluralism and diversity within the United States and international cultures;

Students will achieve this objective through reading articles on pluralism and diversity in the United States and in other countries around the world. The discussions will focus on pluralism and diversity within both United States and global countries and compare and contrast the differences. Students will use a variety of methods and perspectives to expand their understanding of these concepts, for example textual analysis and literature reviews.

c. Increase knowledge of different cultural values, traditions, beliefs and customs;

Students will accomplish this objective through in-depth research and analysis of different cultural values, traditions, beliefs and customs as found in a variety of texts, including media, in multiple countries and cultures. Students could interview people from various cultures, analyze texts from different cultures and review literature on different cultural values, traditions, beliefs, and customs.

d. Appreciate the diversity that exists among persons who share a particular social identity;

Students will accomplish this objective through readings and assignments. For example, the book review or film analysis assignments could provide students an opportunity to appreciate diversity among persons who share a particular social identity. An example of such a text is 'Faces in the Crowd' by Valeria Luiselli, which provides an interesting look at Hispanic cultures in various locations—New York and Mexico City.

Grading Procedures:

The course is designed to meet the required objectives stated above and these objectives are included in the grade evaluation of student performance. Grades will be based on a points system. Each assignment is weighed by the amount of points students can receive. An evaluation rubric will be used to assign points based on the quality of work submitted. All assignment points will total to 100, student performance total will be placed on a 100 points grading scale; e.g. Grading scale: A=100-90 points, B=89-80 points, C=79-70 points, D=69-60 points, & F= less than 59 points.

Campuses That Have Offered (CAS 271) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Curricular Information

Blue Sheet Item #: 47-01-081

Review Date: 9/28/2018 12:00:00 AM

SCRID Numbers

(CAS 271N): 47-01-081

UPLOADED DOCUMENTS:

Context Type: Supporting Documents

File Description: Reading List

File Name: IICReadingList.pdf

Context Type: Syllabus

File Description: Syllabus

File Name: CAS271N-Syllabus.pdf

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