

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ENGL 210

Year: 2023-2024

Course Title: Intercultural Communication

Credit Hours: 3

I. Course Description: This course is designed for students in any program and is an introduction to the theories and practices of communicating across different cultures. It expands the understanding of culture to include national heritage, race, gender, religion, class, and sexual orientation and explores not only cultures across the globe but also the interaction of values, beliefs, traditions, identities, and contributions of cultural groups in the United States. These concepts will be applied to personal, social, and institutional settings. Students will explore their own cultural formation with the explicit goal of mastering ethical, mindful, and self-reflexive intercultural practices. The course will rely on diverse readings, examples from popular culture and media, writing assignments, class discussions, and research activities. ENGL 210 fulfills the SUNY General Education Basic Communication-Oral and Diversity: Equity, Inclusion, and Social Justice Knowledge and Skills Areas. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

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| 1. Both in-class and online sections are offered. |
| 2. ENGL 210 can also be used as a Liberal Arts, Humanities, or Unrestricted Elective in any program. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Develop and revise effective oral communication skills as they approach fellow classmates with different cultural sensitivities. |
| 2. Evaluate the intersectionality of cultural myths, ethnocentrism, and stereotypes that surround intercultural communication. |
| 3. Recognize the privilege of dominant groups and the systems of oppression among cultural identities - such as race, gender, ability, sexuality, and class - and describe the social construction of those identities as well as methods to overcome inequities. |

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO #1: Develop and revise effective oral communication skills as they approach fellow classmates with different cultural sensitivities.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☒ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SLO #2: Evaluate the intersectionality of cultural myths, ethnocentrism, and stereotypes that surround intercultural communication.

SLO #3: Recognize the privilege of dominant groups and the systems of oppression among cultural identities - such as race, gender, ability, sexuality, and class - and describe the social construction of those identities as well as methods to overcome inequities.

Program Learning Outcomes – N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **Communication: Oral** (*ENGL 210 will meet the oral communication requirement; it must be combined with another course that meets the written communication requirement*)

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will

- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and

- demonstrate the ability to revise and improve written and oral communication.

Course SLO

#1. Develop and revise effective oral communication skills as they approach fellow classmates with different cultural sensitivities.

Diversity: Equity, Inclusion, and Social Justice

SUNY SLO: Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;

Course SLO:

#2: Evaluate the intersectionality of cultural myths, ethnocentrism, and stereotypes that surround intercultural communication.

SUNY SLO: Students will

- the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity;

Course SLO:

SLO #2: Evaluate the intersectionality of cultural myths, ethnocentrism, and stereotypes that surround intercultural communication.

SUNY SLO: Students will

- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Course SLO:

SLO #3: Recognize the privilege of dominant groups and the systems of oppression among cultural identities - such as race, gender, ability, sexuality, and class - and describe the social construction of those identities as well as methods to overcome inequities.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Cultural Identities and Biases
2. Cultural Patterns and Taxonomies
3. Verbal and Non-Verbal Communication
4. Competent Intercultural Communication
5. Applications of Intercultural Communication

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Participation and class discussions	20 - 30%
2. Short written assignments, film analysis, self-analysis project, and quizzes	40 – 55%
3. Projects and presentations	20 – 30%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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1. Stokes Rice, Tamara. <i>Intercultural Communication</i> , 2 nd edition, Santa Clarita, CA: College of the Canyons, 2019 https://www.canyons.edu/resources/documents/academics/onlineeducation/COMS256InterculturalIV2Final.pdf	<input checked="" type="checkbox"/>
2. Martin, Judith, and Thomas Nakayama. <i>Experiencing Intercultural Communication: An Introduction</i> , 7th edition New York: McGraw Hill Education, 2022.	<input type="checkbox"/>
3. Lustig, Myron W., Jolene Koester, and Rona Halualani. <i>Intercultural Competence: Interpersonal Communication Across Cultures</i> , 8th ed, New York: Pearson, 2018	

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Dearthoff, Darla. <i>Manual for Developing Intercultural Competencies: Story Circles</i> , UNESCO, 2020. https://unesdoc.unesco.org/ark:/48223/pf0000370336
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Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: None specified
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms. Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.