

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 11-10-13; REV 11.26.13GE

PROGRAM AREA(S): COMM

Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

- X Course title
Course Content
Prefix/suffix
Course number
Units
Staffing formula and enrollment limits
Prerequisites/Corequisites
X Catalog description
Mode of Instruction
X Course Learning Outcomes
References
X GE
Other
Reactivate Course

Justification: Although conflated in many non-academic settings, the terms "intercultural" and "multicultural" have two distinct connotations. The term multicultural refers to multiple cultures living in the same proximity, which are not necessarily in contact with one another. Conversely, the term intercultural refers to multiple, interrelated cultures. It is also the accepted terminology used by the National Communication Association. For each of these reasons, the reference to "multicultural" has been changed to "intercultural" within this course's title, catalog description, and learning outcomes.

2. Course Information. [Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix COMM Course# 321
Title Multicultural Conversations Units (3)
3 hours lecture per week
hours blank per week
Prerequisites:
Consent of Instructor Required for Enrollment
Corequisites:
Catalog Description (Do not use any symbols):
Focuses on the ways that people from different cultures interact. Students will analyze and participate in conversations with people who claim different group memberships such as regional, religious, ethnic, or national backgrounds, age, gender and sexual orientations.
General Education Categories:
Grading Scheme (Select one below):
X A - F
Credit/No Credit
Optional (Student's Choice)
Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N
Course Level:
X Undergraduate
Post-Baccalaureate

NEW

Prefix COMM Course# 321
Title Intercultural Communication Units (3)
3 hours lecture per week
hours blank per week
Prerequisites:
Consent of Instructor Required for Enrollment
Corequisites:
Catalog Description (Do not use any symbols):
Focuses on the way people from differing cultural backgrounds (inter)act with one another. Differences discussed include variations in age, gender, religion, nationality, marital status, economic income, education level, able-bodiedness, sexual orientation, political affiliation, and linguistic disposition.
General Education Categories: C3b
Grading Scheme (Select one below):
X A - F
Credit/No Credit
Optional (Student's Choice)
Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N
Course Level:
X Undergraduate
Post-Baccalaureate

Graduate

Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Provost Office)

Existing

Proposed

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	3	1	25	X	Lecture	3	1	30	X	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

NEW

- Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

- Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee’s “Learning Outcomes” guideline for measurable outcomes that reflect elements of Bloom’s Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

- ~~1. Describe intercultural communication processes and an appreciation of social and cultural diversity.~~
- ~~2. To examine intercultural interactions and apply knowledge of culture and communication to life in a multicultural society.~~
- ~~3. Articulate individual cultural identity formation, patterns of communication, and positions of opportunity.~~
- ~~4. Identify barriers—such as racism or systems of privilege—that arise from histories of colonization, exploitation, and discrimination and explain ways to creatively address this inequity.~~
- ~~5. Critically analyze the historical and political dimensions of intercultural relations that illustrate the need for improved cross-cultural understanding and communication.~~
- ~~6. Examine cross-cultural conflicts and propose resolutions.~~

Upon completion of the course, the student will be able to:

NEW

1. Describe intercultural communication processes and an appreciation of social and cultural diversity.
2. Examine intercultural interactions and apply knowledge of culture and communication to life in an intercultural society (1.1A).
3. Articulate individual cultural identity formation, patterns of communication, and positions of opportunity.
4. Analyze the historical and political dimensions of intercultural relations that illustrate the need for improved understanding and communication.
5. Examine intercultural conflicts and propose resolutions.
6. Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other (7.1).

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

1. Definitions of intercultural communication.
2. Relationship between communication and culture.
3. Learning about our own and others’ cultures.
4. Cultural identities and membership.
5. Verbal misunderstandings.
6. Nonverbal misunderstandings.
7. Stereotypes and inequities.
8. Managing conflict in intercultural settings.
9. Intercultural travel.
10. Diversity in intercultural communication research.
11. Making ethical judgments about other cultures.

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Does this course content overlap with a course offered in your academic program? Yes No

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes No

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs’ signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

B. List each cross-listed prefix for the course:

C. Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD

~~Hall, B. J. (2004). *Among cultures: The challenge of communication* (2nd ed.). Belmont, CA: Wadsworth Publishing.~~

~~Carbaugh, D. (2005). *Cultures in conversation*. Hillsdale, NJ: Lawrence Erlbaum Associates.~~

~~Martin, J. N., & Nakayama, T. K., Flores, L. A. (2001). *Readings in intercultural communication: Experiences and contexts* (2nd ed.). New York: McGraw Hill.~~

~~Dodd, C. H. (1997). *Dynamics and intercultural communication* (5th ed.). New York: McGraw Hill.~~

~~Feldman, A. M., Downs, N., McManus, E. (2001). *In context: Participating in cultural conversations*. London: Longman.~~

NEW

Carbaugh, D. (2005). *Cultures in conversation*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Hall, B. J. (2004). *Among cultures: The challenge of communication* (2nd ed.). Belmont, CA: Wadsworth Publishing.

Lustig, M. W., & Koester, J. (2013). *Intercultural competence* (7th ed.). New York: Pearson Education.

Neuliep, J. W (2012) *Intercultural Communication: A Contextual Approach* (5th Ed.) Thousand Oaks: Sage.

10. Tenure Track Faculty qualified to teach this course.

J. Jacob Jenkins
Tracylee Clarke
Christina Smith

11. Requested Effective Date or First Semester offered: Fall 2014

12. New Resource Requested: Yes No
If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No (Lab fee requests should be directed to the Student Fee Committee)

E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

J. Jacob Jenkins, PhD

11-10-13

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approved on 2/24/2011:
Approved on 11/18/13

Request Submitted

Course: COMM321 Cultural Conversations
Area: C3b Multicultural
Date Submitted: 9/13/2006 12:00:00 AM
Date Approved: 11/26/2013 3:58:14 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.

4. Examine the interrelationship between the creative arts, the humanities, and self

By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.

5. Include an exposure to world cultures

By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community.

By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.

Approval Sheet

Course: **COMM 321: Intercultural Communication**

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair Tracylee Clarke		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date