| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**COM 2460 INTRODUCTION TO INTERCULTURAL COMMUNICATION (3 CREDITS)**

This course is designed to answer the question: How can an understanding of a diverse society help me become a more effective communicator? The course will look at our communicative interaction with different cultures for the purposes of sharing information, ideas and perspectives with the goal of understanding and appreciating differences. Students will examine the fundamental concepts of the communication process, self-awareness and audience centered communication. Furthermore, students will gain a greater understanding of listening skills, channels of communication, and how to foster appropriate feedback as it relates to the ways culture effects communication. This course is an introduction to Intercultural Communication. It provides an overview to the unique relationship between communication and culture.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Intercultural Communication: Definition & Ethical Considerations

• Communication & Culture

• Cultural Values & Self-Awareness

• Culture & Identity

• Verbal Communication

• Nonverbal Communication

* Culture in Various Contexts (Business, Education, Health Care Industry)
* Barriers to Effective Cultural Competence
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will describe how their own culture, lifestyle or social group influences their communication.
* Students will learn how to apply ethical standards to intercultural communication.
* Students will identify intercultural communication concepts and theories.
* Students will understand cultural differences in verbal and nonverbal messages.
* Students will identify and analyze barriers to effective intercultural communication contexts.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Visualize**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will develop a greater understanding of intercultural competence.
* Students will identify and explain the influence of intercultural communication on their historical, ecological, technological, sociological, spiritual orientation and biological perspective.
* Students will demonstrate knowledge and evaluate cultural influences on various communication contexts such as business, education, healthcare, public administration and technology.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)