



UNC
WORLD VIEW

NC SCHOLAR OF GLOBAL DISTINCTION 2024

Instructor: Leslie M. Corpening

Department: Communication

Community College: Fayetteville Technical Community College

Course Description: COM 140 Intercultural Communication

COM 140 Intercultural Communication introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon successful completion, students will be able to demonstrate an understanding of the principles and skills needed to become competent in communicating outside one's own culture or subculture. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

Number of students enrolled in course: 15

Description of Module:

In the US, the Latino/Hispanic demographic has overtaken African Americans as the second largest group behind White Americans. Cultural identity is central to how we perceive ourselves and others which, in turn, affects how we communicate. Thus, globalization necessitates that we learn about other cultures in order to communicate effectively. This Module explores culture and communication, factors that affect them, and the importance of intercultural competence with a focus on the Latin American/Hispanic demographic.

Student Global Learning Outcomes:

1. Identify terms, principles and skills associated with intercultural communication and their application within a Latin American context.



2. Define culture by examining its factors (norms, beliefs, shared interpretations, and social practices) to uncover its broad scope and implications.
3. Identify intercultural communication similarities and differences between Latin American Spanish and European Spanish.
4. Identify and analyze the skills necessary to competently communicate interculturally with those of Latin American descent.

Student Global Learning Activities:

Global Learning Activity 1:

1. Quiz

Objective: Identify terms, principles and skills associated with intercultural communication and their application within a Latin American context.

Procedure: Read chapters 2 and 3 of the textbook *Intercultural Competence: Interpersonal Communication Across Cultures* while taking notes. Then students will complete the review questions found at the end of chapters 2 and 3.

Assessment: After completing the assigned readings and review questions, students will complete the Module quiz.

Global Learning Activity 2:

2. Essay

Objective: Define culture by examining its factors (norms, beliefs, shared interpretations, and social practices) to understand its broad scope and implications.

Procedure: Students will view and take notes on *The Danger of a Single-Story* video, which explores factors that constitute culture and their implications for effective communication. Next, each student will post their findings on the discussion board entitled Culture then comment on each other's posts.

Assessment: Students will write a 300 - 500-word essay about the significance of culture. In the essay, they will define culture using the information accumulated through research notes and discussion board posts. Then discuss the relationship between culture, effective communication, and the Latin American demographic.



Global Learning Activity #3

3. Flow Chart

Objective: Identify intercultural communication similarities and differences between Latin American Spanish and European Spanish.

Procedure: Students will be placed into three groups. Each group will be assigned one of these three categories: vocabulary, pronunciation, and greetings. Each group will research how its assigned category differs between Latin American Spanish and European Spanish, specifically from Spain.

Assessment: Each group will create a flow chart depicting the similarities and differences between Latin American Spanish and European Spanish from Spain based on the assigned category. Afterwards, each group will post its category to the discussion board entitled Latin American vs European Spanish and comment on each other's posts.

Global Learning Activity #4

4. Video Presentation

Objective: Identify and analyze the skills necessary to competently communicate interculturally with those of Latin American descent.

Procedure: Choose between **A** or **B**.

- A.** Students will view three interviews housed within an oral histories section online.
- B.** Students will interview three members of the community who are not related to them. Students will learn about the interviewees' experiences in America in order to ascertain how culture has impacted their interactions with others. Factors such as where the participants are from, why they migrated to the US, and their experiences will be explored.

Assessment: Each student will record a 5 – 7 video presentation which answers the following two questions:

1. Which part of each interview was most interesting, and why then?
2. List three things you will do to improve your communication skills when engaging those of Latin American descent to facilitate intercultural communication competence.

Resources and References Used in the Creation of the Module

Chimamanda Ngozi (2009). The Danger of a Single Story. Adichie. Retrieved from <https://www.youtube.com/watch?v=D9lhs241zeg>



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Lustig, M.W., Koester, J., & Halualani, R. (2018). Intercultural Competence: Interpersonal Communication Across Cultures. 8th ed. New York, NY: Pearson.

Marques, Nunos (2021). How is Spanish in Spain Different than Spanish in Latin America? Babbel Magazine. Retrieved from <https://www.babbel.com/en/magazine/how-is-spanish-in-spain-different-from-spanish-in-latin-america>

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