Course Inventory Change Request

New Course Proposal

Date Submitted: 09/23/14 2:00 pm

Viewing: **FLGC 1153 : Global Fluency and Awareness**

Last edit: 11/13/14 4:26 pm

Changes proposed by: WEIGERG

Submitter: User ID: WEIGERG Phone: 8444345

Proposing
College/School: College of Liberal Arts

Department: Foreign Lang. & Literatures

Effective Term: Fall 2015

Subject Code: FLGC (FLGC)

Course Number: 1153

Regular course already approved by Core Curriculum and General Education Committee. The purpose of creating this on-line version is to provide students with the opportunity to take the course through distance learning. The distance learning option will provide more flexibility in scheduling classes both for the student and the Department. It will also contribute to the Department's and College's compliance with the University's strategic plan.

Justification for new course:

Course Title: Global Fluency and Awareness

Abbreviated Title: Global Fluency and Awareness

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

In Workflow

1. FLNG Chair
2. LA Undergraduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. DistanceEducation1
6. DistanceEducation2
7. Coordinator Curriculum Management
8. University Curriculum Committee Chair
9. Coordinator Curriculum Management

Approval Path

1. 09/23/14 2:19 pm
   BETANLO: Approved for FLNG Chair
2. 09/29/14 3:27 pm
   SUTTODA: Approved for LA Undergraduate Curriculum Committee Chair
3. 11/12/14 4:08 pm
   LWC0003: Approved for LA Editor
4. 11/13/14 4:28 pm
   ISRAECA: Approved for LA Associate Dean
5. 11/18/14 10:17 am
   SZC0024: Approved for DistanceEducation1
6. 11/18/14 10:53 am
   ALIASIM: Approved for DistanceEducation2
**Course Description:**
Introduction to two non-native languages as representational reflections of two different cultural regions and impetus for in-depth analysis of global identities.

**Course Objectives/Outcomes**

1. understand and appreciate global diversity;
2. comprehend the relationship between language and culture;
3. recognize and evaluate the "do's and don't's" in diverse parts of the world, in professional and personal realms; and
4. analyze how global communications systems (television,
internet, film, advertising, arts) transform, connect, and express the ways of life of diverse communities.

Is this course considered University Core?

Yes

Which Student Learning Outcomes are achieved?

SL09 Diversity

How would outcomes be assessed?

Attached rubric will be used in assessment of student learning outcome of the following assignments and projects:

1. Essays. At the beginning of each week a thematic question will be presented to students which will serve as structural theme for the three weeks of the unit. By the end of the third week, each student must submit a well thought-out answer in essay form (2 pages) to the thematic question.

2. Blog. The students are required to submit 5 meaningful entries in a blog set up within Canvas. This space will be used to bring together ideas, thoughts, comments, etc. At the same time it will allow the instructors to touch base with the students.

3. Final project. Students will produce a report comparing the two cultures discussed throughout the session. This report (5-6 pages) must follow the same guidelines as reports created at www.culturegrams.com.

Attached Rubric(s):
FLGC1153 Rubric.docx

Outline can be modified to follow a ten or five week summer session.

Unit 1:
Week 1: Introduction and Expectations – Syllabus
   Intro to course (live connection via Skype). Video: “Where is Waldo?”
   Definition and Meaning: “culture”! Read Trompenaars, chapters 1 (1-11)
   and 3 (20-28) Quiz 1. Discussion thread question 1.

Week 2: Facebook.
   Video: “Culture Shock”.
   Travelling. Read Olofsson, Introduction (xxi-xxxiv).
   Quiz 2.

Week 3: Language: Alphabet and Pronunciation
   Introducing yourself, Greetings, Basic questions and responses
   Greetings and small talk. Read Olofsson (19-29)
   Video: "Gestures"
Body language. Read Axtell, chapter 1 (7-33).
Deadline for submission of discussion thread question 1.

Unit 2:
Week 1: Health Care Systems
   Issues in Health Care: Video: "The Good News in American Medicine".
   Read excerpts: "Health Care Systems in the EU" (61-67 and 108-113)
   and "Corruption vs. Regulation" (World Health Organization)
   Quiz 4. Discussion thread question 2.

Week 2: Facebook
   Hobbies and leisure: stereotypes and truth
   Sports: SOCCER. Video: "The Great Match".
   Quiz 5.

Week 3: Language: Family and Relationship
   Basic body parts, feelings, family and relatives, leisure activities
   Relationships: Read Trompenaars, chapters 5 and 6 (51-82)
   Deadline for submission of discussion thread question 2.

Unit 3:
Week 1: Gender and Education
   Gender issues: Read Axtell chapter 5 (97-113) and Olofsson (217-221)
   Quiz 7. Discussion thread question 3.

Week 2: Facebook
   Education Systems: Germany and Spain (online articles)
   Quiz 8.

Week 3: Language: Education
   School, studies, personal things
   Student life. Skype/Facetime conversation w/ foreign student
   Read Cushner chapter 9 (197-237)
   Deadline for submission of discussion thread question 3.

Unit 4:
Week 1: Food: stereotypes and truth
   Food: "When in Rome..." and "My Mom Cooks Better!" (online articles)
   Quiz 10. Discussion thread question 4.

Week 2: Facebook
   Video: "Mostly Martha"
   Quiz 11.

Week 3: Language: Traditions and Holidays
   Holidays, telling time, restaurant and food.
   Concept of Time. Read Olofsson chapter 5 (171-204)
   Deadline for submission of discussion thread question 4

Unit 5:
Week 1: Sustainability
   Germany and Spain (online articles)

Week 2: Facebook
   Recycling: "Did you know that...?" and "Also that...?" (online
There are various assignments and projects to assess student learning outcome:

1. **Readings and quizzes.** Students are expected to complete weekly readings from the texts and study other support material provided in Canvas. Information for the respected week will be posted (and continuously updated) prior to the weekly schedule so that students may work ahead of due dates. Access to the following week will be granted only when the student has completed all the assignments pertaining to the current week and successfully completes a quiz based on the readings and other assignments of that week.

2. **Essays.** At the beginning of each week a thematic question will be presented to students which will serve as structural theme for the three weeks of the unit. By the end of the third week, each student must submit a well thought-out answer in essay form (2 pages) to the thematic question.

3. **Blog.** The students are required to submit 5 meaningful entries in a blog set up within Canvas. This space will be used to bring together ideas, thoughts, comments, etc. At the same time it will allow the instructors to touch base with the students.

4. **Language quizzes.** Language based quizzes will be administered at the end of each third week.

5. **Final project.** Students will produce a report comparing the two cultures discussed throughout the session. This report (5-6 pages) must follow the same guidelines as reports created at [www.culturegrams.com](http://www.culturegrams.com).

Additional topics may be generated through class discussion and may be proposed to professors for consideration.

**Assignments / Projects**

**Rubric and Grading Scale**

Course Grade Components:
- Class participation (COMPLETION OF MODULES) (20%)
- Quizzes (15%)
- Discussion thread (20%)
- Blog (15%)
- Final project (www.culturegrams.com) (20%)
- Language Quizzes (10%)
Final Course Grade to be determined by course grade component average following the scale below:
90% or above A
80%-89% B
70%-79% C
60%-69% D
Less than 60% F

Supplemental Information For Addition Of Distance Education Course

Justification for DE Delivery
Regular course already approved by Core Curriculum and General Education Committee. The purpose of creating this on-line version is to provide students with the opportunity to take the course through distance learning. The distance learning option will provide more flexibility in scheduling classes both for the student and the Department. It will also contribute to the Department's and College's compliance with the University's strategic plan.

Access to Resources
Online resources will be available through the current Course Management System

Course Content Delivery
1. Content will be delivered via tools (Panopto recordings, power points, links to external sites, etc.) within Canvas.
2. Readings are delivered as .pdf files or as links to publicly available e-books on external sites.
3. All quizzes and exams are delivered by internal tools in Canvas.
4. Discussion and participation will be assessed through the Discussion Board tools in Canvas. Further course interaction will require the use of Skype and Facebook.
5. Office hours (audio and/or video) will be delivered via the Conference/Big Blue Button tool in Canvas.

Course Interaction
1. Blog, skype and facebook, as well as Chatroom and Conference within Canvas are used for group interaction and discussion.
2. Synchronous office hours for general questions and discussion.

See course content delivery for testing and submission of student work.

Attachments

Course reviewer comments

SUTTODA (09/19/14 2:30 pm): Rollback: FLGC 1153: Global Fluency and Awareness Committee Concerns: 1. Resource: this is a question about whether the department/college already
have the resources to offer the course as proposed. So answer should be simple: we already have staff who can teach as part of workload and the IT resources are likewise already in place.

2. SLO Assessment: the attached rubric does not clearly fit with the answers to the box: “How would outcomes be assessed?” Will all assignments be graded against the attached rubric? If no, what work or sample of work will be connected to that rubric to determine the degree to which the student has met the outcomes? 3. UCC will require that the Course Content Outline be presented as a 15-week schedule. In the case of this course, the fix seems simple: Change the current headings stating “Week 1” etc. to be “Unit 1” and then the modules below to be weeks. I think there are currently 15 modules which would translate neatly to 15 weeks. Dean Israel adds: 4. The Assignments/Projects could be more clearly set up into categories. So I might re-write the first category in this way: 1. Daily Readings and Module Completion. Each module has assigned reading and students cannot successfully complete the module without this material. Students are expected to complete daily readings from the texts and to view other support material provided on Canvas for each module. Information for the modules will be posted (and continuously updated) prior to the weekly schedule so that students may work ahead of due dates. Access to the following module will be granted only when the student has completed all the assignments pertaining to the module he/she may be working on and successfully completes a quiz administered at the end of every module. 2. Quizzes. Each student must successfully complete a quiz at the end of the module to advance. The content of the quiz will be based on the readings and other assignments pertaining to the given module. 3. etc. ... 5. Course Content Delivery: I would specify that all these items will be made available through Canvas. 6. Course Interaction: This laundry list of potential interactions seems too broad and not specific. While all of these tools might be of use, I think it would be helpful for reviewers to also know what the primary methods of interaction will be. For example, I would state that all these tools are potentially used, but primary interaction will be in the following manners. For group projects it will be xxxx. For content delivery it will be xxxx. For xxx it will be xxx.

BETANLO (09/23/14 1:26 pm): Rollback: for revisions