

PART I – Course Information

Course Type

Existing/Restructured

New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? Yes No

Course Prefix & Number: FOLG 2300

Texas Common Course Number ([TCCN Matrix](#)): FOLG 2300

Course Title: World Cultures

Course Catalog Description (Copy and paste from [online catalog](#) for existing courses):
PROPOSED DESCRIPTION (what we will actually do)

A comparative overview of the cultures and civilizations of selected geographic areas and linguistic groups. Taught in English with bilingual resources and linguistically and culturally-competent instructors from each area/group. This course will focus on developing an increased awareness and appreciation of cultures as they are related to their target languages in order to further understand how the cultures are shaped through their languages, along with values and belief systems within its embedded societies. Increased competency to make connections and comparisons between the target languages and cultures and the student's own dominant cultural and social patterns. Prerequisite: none. Credit 3..

Course Prerequisites: none

Available Online?

Yes, currently developed in online delivery mode

Anticipated development in online delivery mode (Semester, Year: Fall 2013)

No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 15

Course Level (freshman, sophomore): freshman, sophomore

Designated Contact Person (for follow-up communication purposes): Dr. Debra D. Andrist,
chair

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Approvals

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised October, 2012

Department Chair:	_____	_____
	Signature	Date
Academic Dean:	_____	_____
	Signature	Date

PART II – THECB Foundational Component Areas

See [Appendix](#) for full description of each component area.

Select Component Area: IV. Language, Philosophy Culture

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

This course will focus on developing an increased awareness and appreciation for how languages (using all modes: writing, reading, listening and speaking) and cultures (via music, film, literature, history, the arts, architecture, dress, etc.) shape, and are shaped by, value and belief systems within a society. A variety of geographic and linguistic areas will be studied, focusing on how each culture uses language (communicative and/or expressive) as a means to affect their unique human experience. The course includes a comparative analysis and reflection between and among cultural systems and the linguistic and cultural systems of the target societies to foster intellectual awareness of their linguistic, cultural and social patterns.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1:

Students who successfully complete this course will develop knowledge and understanding of the role that language plays in, and shapes, a culture--in all human life, both in specific societies and global communities. Students will develop their knowledge through class discussion, activities, assignments, and exposure to listening, speaking, reading, writing, with bilingual versions available and interpretation/translation by speaker/instructors fluent in the language/culture, as well as via visual cultural artefacts. By studying general language patterns and structures, as well as cultural manifestations, the student will explore how languages communicate the cultures' unique ideas, values and beliefs, in its artefacts, both specifically and in general, and how cultural artefacts reveal insights into that culture's language.

How will the objective be addressed (including strategies and techniques)?

Students will demonstrate their learning through oral and written exams and assignments that focus their knowledge of the course objectives. Students will also be graded and directly assessed, with a rubric according to an adaptation of the American Council of Teachers of Foreign Languages (ACTFL) standards for specific oral, reading, written and cultural competence skills at levels of novice, intermediate, advanced and superior. The student will demonstrate this objective by interpreting and comparing cultural artefacts and linguistic samples to negotiate meaning among individuals in that culture and to other cultures. Students will create oral and written messages about the target languages/cultures according to a rubric.

An example of a direct assessment of cultural artefacts as manifestations of a particular culture's values and beliefs might include a student's lottery assignment from photos of individuals (perhaps an Arabic woman wearing hijab, a Mesoamerican indigenous woman in huipil and wrap-skirt, a British or American woman wearing a 1960s Carnaby Street mini-skirt, etc.) and explaining to classmates (for a grade) why each is wearing what she's wearing, and what that means in her society.

An example of a written question that will provide direct assessment for the linguistic aspect of this objective might include: How would you address a friend differently from a person you do not know in each culture? How would you conduct the interaction physically and linguistically different (or the same) in each culture?

Describe how the objective will be assessed: Students will demonstrate their learning through oral and written exams and assignments that focus their knowledge of the course objectives. Students will also be graded and directly assessed, with a rubric according to the adapted ACTFL standards. Through textbook readings, images, films, class discussions, and research, students will understand the diversity of language and cultural systems by exploring cultural artefacts.

Students will choose a work of art (poem, song, painting, poster) from one or more cultures to demonstrate their understanding of the function that religious beliefs, political or social systems fulfill within one or more target cultures.

An example of an oral presentation or a written question/paper to assess this objective might include an explanation of that/those work(s) of art in its/their context(s), such as the architectural decorations of the (medieval Muslim) Alhambra in Spain, stylistic quotations from the Koran rather than representations of human beings, as compared to Christian paintings of the Stations of the Cross Catholic churches in the same country, also addressing time periods, socio-political issues which may, or may not, be related to other geographic areas or linguistic groups.

Objective/SLO 2: Students who successfully complete this course will be able to provide oral and written descriptions of images (architecture, geography, art, music, etc.) within a geographic area or linguistic group to examine the ways in which different cultures reflect and understand their human condition in their aesthetic creations.

How will the objective be addressed (including strategies and techniques)?



Describe how the objective will be assessed: The student will demonstrate this objective through a written and oral presentations exploring works of the arts or socio-economic/political controversies to foster this understanding of the diversity of the target language and its cultural systems. The students' products will be scored with a rubric for oral assignments (Rubric 2), and according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for intermediate-range learners.

A sample question that will provide direct assessment for this objective might include to

1) choose an example of an artistic work from the target culture (poem, song, painting, poster, culturally-related object or tradition) and prepare a show and tell presentation for the class.

Objective/SLO 3: Students who successfully complete this course will be able to demonstrate understanding of how ideas, values, and beliefs of a culture affect the unique aesthetic and intellectual creations within specific societies. Students will more fully understand the human

condition across many cultures through an understanding of the role the language and culture play within and across diverse societies. Students will also gain an appreciation for diversity and an understanding of the global community, and specifically, language and cultural artefacts as products of the human experience.

How will the objective be addressed (including strategies and techniques)?

.As geographic areas and linguistic groups and their cultural artefacts are studied, students will be guided in thinking critically about their own cultures, and sub-cultures, and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Through textbook readings, research, films, and lectures, students will understand the broad variety of ideas concerning language functions and uses and what constitutes cultural artefacts to learn about alternative viewpoints across human experiences.

Describe how the objective will be assessed: Students will demonstrate their learning through oral and written exams and assignments that focus their knowledge of the course objectives. Students will also be graded and directly assessed, with a rubric according to the adapted ACTFL standards. Students could be provided with, or will choose, a particular cultural genre/artefact/topic, for example, political protest poetry, to address two or more geographic areas/linguistic groups.

For a written exam with which the artefacts are provided, for example, a liberation theology poem by a 20th Century Central American priest and a short selection from a muck-raking novel of late 19th Century in the U.S. An essay question might ask the student to compare and contrast the historical economic issues which inspired each. This might also be done as a presentation.

Objective/SLO 4: [REDACTED]

How will the objective be addressed (including strategies and techniques)?

[REDACTED]

Describe how the objective will be assessed: [REDACTED]

Objective/SLO 5: [REDACTED]

How will the objective be addressed (including strategies and techniques)?

[REDACTED]

Describe how the objective will be assessed: [REDACTED]

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?

--Students will be taught to think critically and analytically, and to ask appropriate questions about cultures, integrating and synthesizing knowledge they gain in the course, as they are guided through steps to these ends.

--Students will learn how to plan, organize, outline, draft, and write a paper that puts into practice the analytical skills (critical thinking and aural analysis) they acquire during the class and present it to the class.

--The student will develop the interpretive skills (in spoken and written form) of content topics appropriate to the equivalent of advanced-low level learners according to the adapted rubric, to foster active processing and interpretation of meaning in a culture and its target language. The student will be able to arrive at conclusions about stylistic analysis and develop the presentational skills (written and oral) necessary to identify structural, semantic, and stylistic patterns to articulate their ideas.

--Students will engage in conversations and debates, obtaining and providing information in order to focus on developing interpersonal communication between individuals. In the course of their study, they will grow their ability to converse/discuss in a culturally-appropriate and sensitive manner.

--Students will use critical thinking skills to demonstrate or reflect on the nature of language through comparisons between the target language and their own dominant one, both in translation and as interpreted by the linguistically and culturally-competent instructors. As different elements in the target language are presented, class discussions and debates will assist students in gaining understanding about how languages work and how/why those in a culture may interact in a different manner than in their own dominant language/culture.

Examples of activities that address critical thinking might include:

(1) Prepare a list of questions (innovation, inquiry, analysis) you would ask a native speaker of a language/languages if you were interested in his/her view of a topic and/or if you disagreed with

him/her. Conduct the interview, and present orally or in writing the information gathered (evaluation and synthesis).

(2) Partner dialogues: Write and present orally debates on 'hot topics' between two views in two different cultures/languages, for example, immigration for economic reasons, or on daily life topics, such as parental participation/input in adult children's decisions.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will communicate effectively using written, oral, and visual means as they present their work on a content and level-appropriate topic across cultures. The student will present a written paper and an oral presentation with a visual product, scored with a rubric, and according to and adapted ACTFL Proficiency Guidelines for intermediate-range learners. Students will be taught how to outline, draft, and revise writing assignments with instructor feedback, as they learn to present their work in an effective and logical manner.

In order to develop the skills needed to communicate effectively the student will be presented with activities about level-appropriate topics such as:

(1) interpretation and understanding of written and spoken language. In small groups, students complete reading comprehension questions, true/false statements, open-ended questions, etc. This will involve group work, and sharing of interpretive strategies. Then, groups present their responses to the class. Comprehension, language control, vocabulary use, and cultural awareness check. Further discussion: connections, comparisons, etc.

(2) to engage in conversations to negotiate meaning by providing and obtaining information, expressing feelings and emotions, and exchanging opinions. Students work in pairs or small groups to exchange information. Instructor aids groups individually during exchange and assists in problem areas. This type of activity will always be followed by a presentational type wrap-up like in (3) below.

(3) to present information and ideas to a particular audience (groups or class). The students report to the class their findings after a communicative (interpersonal) activity. The instructor moderates the presentation of findings, reinforces correct use of structures to convey meaning, and assists in problem areas. Further discussion to foster a sense of community, the students will share their opinions, and perspectives with others.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised October, 2012

How will the skill be addressed (including specific strategies, activities, and techniques)?



5. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will articulate in writing, and orally, how they make sound ethical judgements based on the development of their personal value system. Students will approach the study of the diverse cultures with an understanding of the cultural heritage that humans share and do not share. As cultures across the target languages' worlds are studied, students will be guided in thinking critically about their own dominant cultures, sub-cultures and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints towards global communities. Students will consider their personal role in the global community, understanding past successes, failures, and consequences of personal choices and ethical decision-making.

Through class discussions and course assignments about content and level-appropriate topics, students will reflect about their personal choices and how they could affect, positively or negatively, the target cultures. The adapted rubric will be provided to score this type of activities which would evaluate student's ability to make sound ethical decisions, connect choices to actions, and demonstrate self-reflection and concern for his/her personal responsibility in this world.

Sample topics might include:

(1) The concept of family relationships in the target cultures. Compare and contrast the importance of extended family relationships within the target cultures and to the student's own concept of family relationships. How would you respond or act if you were to spend time in an environment where three generations live in the same household? How would you respond to insistence on certain view on the part of the older/younger generation?

(2) Differences in food choices, and meals schedule in the target cultures. If living in a foreign country, would you expect the same food choices as in your own country and culture? How would you react when presented with a food choices you might find disgusting? How would you explain your reaction to your hosts?

It is 6 o'clock and you are ready for dinner but you cannot find a restaurant that serves dinner until 9 p.m. What would you do? How would you deal with a waiter who is surly about your lack of language skills/knowledge of foods?

(3) The differing concept of appropriate mealtime practices. Food and social interaction/conversation are integral parts of the meal in some cultures. Business may, or may not, be conducted during meals. Different utensils or hands may be used for eating, etc. How do you know what to do in terms of appropriate behaviors/actions? For example, you are at a family dinner, and 30 minutes after finishing eating, you are ready to get up and go, but the rest of the people sitting at the table seem to be immersed in conversation with no sign of ending. What would you do? How would you explain your view on a topic being discussed which may a "taboo" in your own dominant culture, for example, a religious or political issues?

(4) The concept of proxemics (personal space). You are introduced to the family of a friend in a foreign country, all of his/her relatives kiss you and hug you or they stand so close when talking that you feel out of place, and think they are invading your personal space. How would you react? How would you explain your discomfort to them?

(5) Differences in socio-economic, political and religious backgrounds that would enhance students' awareness when in target cultural environments. How would you react to a situation in

a foreign country where you cannot have all the commodities you are used to at home? How would you defend yourself/your dominant culture's practices in an angry discussion emphasizing your dominant culture's economic hegemony, for example?

6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will learn intercultural competence as they explore the target cultures. Students will come to understand the nature of their personal role in their own communities and their social responsibility in preservation of the global community and other social cultures. Students will be encouraged to use the cultural knowledge they gain beyond the school setting (community service, work-related activities, etc) to gain intercultural competence, to be engaged in the community, and to show evidence of becoming life-long learners by using these insights for personal enjoyment and enrichment, as well possibly in professional situations.

Through class discussion and written or oral presentations, students will share their cultural experiences outside class, particularly those which have caused them discomfort/culture shock. Students would be instructed to include in the summary of their cultural experiences such posts as, 'who, what, when, how, why', and to include their sources.

Sample topics for discussion might include: comparison and contrast of how the target cultures and their dominant cultures might view social issues like means of address in formal and informal situations (register), non-linguistic cues, economic transactions, health issues, traditions and celebrations, the arts (music, dance, art), food, etc., with equally-weighted pro and con responses.

This type of assignments will be open to collaboration and group interaction to foster a sense of community among students. Students and instructor would respond to each student's post or presentations by asking more questions, sharing related experiences, or expressing interest, agreement/disagreement in the subject areas. Students would be provided individual feedback on their presentational skills (cultural awareness, organization, content, grammar, vocabulary, spelling and mechanics, and use of visual aids if in oral format), and on the inclusion of all the information requested (answered 'who, what, when, how, why', and included their sources).

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

Week 1	Discuss course objectives and new core skill objectives; Introduction to the (comparative) study of linguistic groups, geographic areas and cultures
Week 2	American Sign Language (ASL) and other signing languages visual & tactile language; signs and finger spelling; geographic differences; history & politics
Week 3	ASL/other signing cultures and artefacts: art, vibration, literature Deaf culture; Culturally-specific beliefs, attitudes & practices

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised October, 2012

Week 4	Chinese language and linguistic groups auditory & visual language; characters & alphabet; geography & topography; history & politics
Week 5	Chinese cultures and artefacts: art, music & dance, literature Culturally-specific beliefs, attitudes & practices
Week 6	Arabic language and linguistic groups auditory & visual language; alphabet; geography & topography; history and politics
Week 7	Arabic cultures and artefacts; art, music & dance, literature Culturally-specific beliefs, attitudes & practices
Week 8	French language and linguistic groups auditory & visual language; alphabet; geography & topography; history and politics
Week 9	French cultures and artefacts: art, music & dance, literature Culturally-specific beliefs, attitudes & practices
Week 10	German language and linguistic groups auditory & visual language; alphabet; geography & topography; history and politics
Week 11	German cultures and artefacts: art, music & dance, literature Culturally-specific beliefs, attitudes & practices
Week 12	Spanish language and linguistic groups auditory & visual language; alphabet; geography & topography, history & politics
Week 13	Spanish/Spanish American cultures and artefacts: art, music & dance, literature Culturally-specific beliefs, attitudes & practices
Week 14	Indigenous and Spanish/Latin American cultures and artefacts: art, music & dance, literature Culturally-specific beliefs, attitudes & practices
Week 15	Review & synthesis

2. Attachments (Syllabus Required)

Syllabus Attached? Yes No

Other Attached? Yes No If yes, specify: Rubric 1 for written performance, Rubric 2 for oral performance, and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines

Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	