**Basic Course Data**

- **Change type:** Revise
- **Faculty member submitting this proposal:** Keiran Dunne
- **Requested Effective Term:** 201580
- **Campus:** Kent
- **College:** AS - Arts and Sciences
- **Department:** MCLS - Modern and Classical Language Studies
- **Course Subject:** MCLS - Modern and Classical Language Studies

**New Course Subject:**

- **New Course Number:** 20000
- **New Course Number:** 20001

**Course Title:** GLOBAL LITERACY AND CULTURAL AWARENESS

**Title Abbreviation:** GLOBAL LITERACY

**Slash Course and Cross-list Information:**

- **Credit Hours**
  - Minimum Credit/Maximum Credit: 3 to 3
  - Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
  - Contact Hours: Lab - Minimum Hours/Maximum Hours:
  - Contact Hours: Other - Minimum Hours/Maximum Hours:

**Attributes**

- Is this course part of the LER, WIC or Diversity requirements: Yes
- If yes, course attributes: 1. LADL-LER-Additional Course 2. 3.
- Can this course be repeated for credit: No Repeat
- **Course Level:** Undergraduate
- **Course Limit:** OR Maximum Hours:
- **Grade Rule:** B - Standard letter

**Rationale for an IP grade request for this course (if applicable):**

- **Schedule Type(s):** 1. LEC-Lecture 2. 3.
- **Credit by Exam:** N-Credit by exam - not approved

**Prerequisites & Descriptions**

- **Current Prerequisite/Corequisite/Catalog Description:** Introduction to dimensions of cultural identity and parameters of cultural expression, with a focus on fostering cultural awareness skills. By exploring the ways in which culture shapes us, students gain a better understanding of the dynamics shaping their world, the world of others, and their respective places in it. Discussion of real-world critical incidents, authentic cultural ethnographies, and case studies provide students with concrete examples and contexts to solve problems linked to encounters with persons of different linguistic and cultural backgrounds. Prerequisite: none.

**Catalog Description (edited):**

**Prerequisites (edited):**

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

<table>
<thead>
<tr>
<th>Content Hours per Course</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Introduction: Culture as an Iceberg. Assessment of current cultural literacy skills</td>
</tr>
<tr>
<td>3</td>
<td>Culture in the eyes of the beholder: Perspectives on multiculturalism</td>
</tr>
<tr>
<td>3</td>
<td>Ethnographic approaches of cultural analysis</td>
</tr>
<tr>
<td>3</td>
<td>Words that Matter: Language as culture</td>
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<tr>
<td>3</td>
<td>The language of cultural symbols: When love isn’t red and owls aren’t wise</td>
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<tr>
<td>3</td>
<td>Unspoken rules of language use</td>
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<tr>
<td>3</td>
<td>The mysteries of body language across cultures</td>
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<td>3</td>
<td>Culture and space: How close is too close in words and deeds?</td>
</tr>
<tr>
<td>3</td>
<td>Talk of Time: Cultural perceptions of time</td>
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<td>3</td>
<td>Words and their surroundings: high context and low context cultures</td>
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<td>3</td>
<td>The &quot;I&quot; versus the &quot;we&quot; in culture</td>
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<tr>
<td>3</td>
<td>Conversation strategies</td>
</tr>
<tr>
<td>3</td>
<td>Knowing you is knowing me: Culture as a mirror</td>
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<tr>
<td>3</td>
<td>Culture Shock: When knowing words is not enough</td>
</tr>
<tr>
<td>3</td>
<td>Post-assessment of cultural literacy skills</td>
</tr>
</tbody>
</table>

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Readings will come from the following book as well as selected journal articles: Storti, Craig, Cross-Cultural Dialogues. 74 Brief Encounters with Cultural Differences.

Writing Expectations: Online learning self-checks for each module, discussion thread responses, final learning assessment

Instructor(s) expected to teach: Angelone, Massardier-Kenney

Instructor(s) contributing to content: Angelone, Massardier-Kenney

Proposal Summary

Explain the purpose for this proposal:

We are requesting that Global Literacy be considered for inclusion in the Kent Core in the Additional category. This proposal was approved by the MCLS Curriculum Committee in Fall 2011.

Explain how this proposal affects program requirements and students in your unit:

No impact.

Explain how this proposal affects courses, program requirements and student in other units:

Will provide the only cross-cultural competency course at KSU.

Explain how this proposal affects enrollment and staffing:

MCLS can staff multiple sections per semester and has done so since spring 2013.

Units consulted (other departments, programs or campuses affected by the proposal):

Office of Global Education

Revisions made to form (if applicable):

- Course Content
- Credit by Exam
- Credit Hours
- Cross-Listed / Slash
- Description
- Diversity
- Grade Rule
- Liberal Education Requirement (LER)
- Other
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<th>User</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>11/26/2014</td>
<td>Keiran J. Dunne</td>
<td></td>
</tr>
<tr>
<td>8/27/2014</td>
<td>Mary Ann Haley</td>
<td>Returning for edits per our conversation today.</td>
</tr>
<tr>
<td>5/7/2014</td>
<td>Keiran J. Dunne</td>
<td>Submitted at the request of Dean Blank per meeting of May 7, 2014.</td>
</tr>
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</table>

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>12/8/2014</td>
<td>Mary Ann Haley</td>
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<td>Mary Ann Haley</td>
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<td>8/22/2014</td>
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<tr>
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<td>Keiran J. Dunne</td>
<td>Submitted</td>
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</table>
Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: Nov. 26, 2014

Department/School: Modern and Classical Language Studies (MCLS)

Course ID: 20001 Credit Hours: 3

Course Title: Global Literacy and Cultural Awareness

Kent Core Category: Additional

Prerequisite(s): None

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the University Catalog:

   a. Acquire critical thinking and problem-solving skills

      The course focuses on improving students' understanding of cross-cultural interactions and developing strategies for functioning both professionally and personally in culturally globalized settings.

   b. Apply principles of effective written and oral communications

      The course introduces students to the concept of conversation strategies and enables them to become aware of the culturally determined principles that underlie our seemingly intuitive use of specific strategies. Students will be able to recognize types of cultural strategies (turn taking as opposed to overlapping; linear narratives as opposed to ring narratives; use of silence; wait response time; etc.) and assess their effect in varied professional and personal situations.

   c. Broaden their imagination and develop their creativity

      The course describes how cultural orientation shapes our verbal and non-verbal behaviors and the behaviors of people from other cultures. Since most of us are unaware of the ways in which culture shapes our daily behavior (for instance, how close we sit to other people; whether we think being late is O.K. or not; when and why a “yes” actually means “no”; why people smile or not; etc.), the sheer fact of becoming conscious of these differences will broaden student’s imagination and will enable them to imagine how people from other cultures perceive these things differently.

   d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge

      Becoming globally literate is a long process but the course will provide students with tools to better determine why cultural misunderstandings occur and develop

MCLS
strategies to avoid such misunderstandings. It will also enable them to begin to understand how their culture is perceived by others and why.

e. Develop competencies and values vital to responsible uses of information and technology

f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

Cultural awareness and global literacy have become crucial components of responsible citizenship. A person incapable of assessing whether his/her behavior is culturally acceptable, or understandable by people from other cultures, is not able to conduct business with them, to manage employees, to conduct negotiations, or to cultivate personal relationships. Engaging in independent thinking requires that one become aware of the factors that shape one’s thinking. Many of these factors are culturally determined and operate at the subconscious level and must be brought to consciousness before a person can become cross-culturally competent.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance

Awareness of the ways in which our culture shapes us and of the differences between our own culture and the culture of others results in greater tolerance for people. Instead of attributing negative characteristics to the other, a globally literate person can reconstruct the cultural paradigm that explains the other person’s behavior and become more accepting. A globally literate American visitor to Egypt will not assume that her hosts are rude and unruly because they always try to jump to the head of the line. She will understand that this is perfectly normal in a culture where relationships are more valued than rules.

h. Increase their awareness of ethical implications of their own and others’ actions

i. Integrate their major studies into the broader context of a liberal education

j. Strengthen quantitative reasoning skills

k. Understand basic concepts of the academic disciplines

2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

This course represents the cutting-edge interdisciplinary focus of a number of disciplines in the humanities and the social and behavioral sciences. It integrates the findings of scholars in fields and sub-fields such as translation studies, cultural anthropology,
intercultural communications, cognition, conflict management, international relations, decision-making and psychology of choice, economics, international marketing, haptics (the study of non-verbal communication), and patient compliance.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

Yes. This was developed as a DL course in 2009-11 by two faculty members. No classroom space is needed. The only equipment is access to a computer (or when the course is made available through an app, a smart phone or an I-pad). Instructors are available to manage the discussions sections and to provide feedback on students’ learning.

5. Has this course been offered previously?


6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?

Kent is attempting to globalize its curriculum but it offers no basic interdisciplinary course that trains students to become globally literate. Such a course is absolutely essential if the university truly want to prepare students who can function in a globalized world. International trade impacts one in five of all American jobs, yet more than 50% of employers feel today’s university graduates are not equipped with sufficient skills to succeed in a global economy and 7 out of 10 employers would like to see more emphasis placed on global issues. Finally even the Department of Defense rates itself as “inadequate” in its culture and language preparation to conduct international operations.

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.
# Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MCLS 20001 Global Literacy and Cultural Awareness

Department/School: MCLS

Proposed Kent Core Category: [ ] Composition [ ] Mathematics and Critical Reasoning [ ] Humanities and Fine Arts [ ] Social Sciences [ ] Humanities [ ] Basic Sciences [ ] Fine Arts [ ] Additional

* A sample syllabus must accompany the plan.

<table>
<thead>
<tr>
<th>I. Kent Core learning objectives</th>
<th>II. Ohio Transfer Module learning objectives</th>
<th>III. What corresponding learning outcomes are included in this course?</th>
<th>IV. What method(s) will be used to assess student learning?</th>
<th>V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire critical thinking and problem solving skills</td>
<td>Evaluate arguments in a logical fashion; competence in analysis and logical argument</td>
<td>Students will analyze critical incidents and case studies to identify cultural explanations for misunderstanding.</td>
<td>Online learning self-checks for each module, discussion thread responses, final learning assessment</td>
<td>Comparison of pre-learning surveys and post-learning surveys.</td>
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<td>Apply principles of effective written and oral communication</td>
<td>Communicate effectively</td>
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<td>Broaden their imagination and develop their creativity</td>
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<td>Cultivate their natural curiosity and begin a lifelong pursuit of knowledge</td>
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<td>Develop competencies and values vital to responsible uses of information and technology</td>
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<tr>
<td>Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens</td>
<td>Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy</td>
<td>Students will recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving</td>
<td>Online learning self-checks for each module, discussion thread responses, final learning assessment</td>
<td>Comparison of pre-learning surveys and post-learning surveys.</td>
</tr>
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<tr>
<td>Improve their understanding of issues and behaviors concerning inclusion, community and tolerance</td>
<td>Acquire an understanding of our global and diverse culture and society</td>
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<tr>
<td>Increase their awareness of ethical implications of their own and others’ actions</td>
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<td>Integrate their major studies into the broader context of a liberal education</td>
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<td>Strengthen quantitative reasoning skills</td>
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<tr>
<td>Understand basic concepts of the academic discipline</td>
<td>Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities</td>
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</table>

**ASSURANCES:**

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

\[Signature\]

Department Chair/School Director (or designee) Signature   Date

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Kent Core Learning Outcomes Assessment Plan
24 April 2010 (approved by the University Requirements Curriculum Committee)
17 May 2010 (approved by the Educational Policies Council)
13 September 2010 (approved by the Faculty Senate)
MCLS 20000: GLOBAL LITERACY AND CULTURAL AWARENESS

General Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Erik Angelone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Address:</td>
<td>Department of Modern and Classical Language Studies</td>
</tr>
<tr>
<td></td>
<td>Kent State University</td>
</tr>
<tr>
<td></td>
<td>109 Satterfield Hall</td>
</tr>
<tr>
<td></td>
<td>Kent, Ohio 44242</td>
</tr>
<tr>
<td>Online Consultation Hours:</td>
<td>Tuesdays and Thursdays 1:00 – 3:30 p.m.,</td>
</tr>
<tr>
<td></td>
<td>and by appointment</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:eangelon@kent.edu">eangelon@kent.edu</a></td>
</tr>
<tr>
<td>Phone/voice mail:</td>
<td>(330) 672-3241</td>
</tr>
</tbody>
</table>

Course Description
The goal of this online course is to improve your understanding of cross-cultural interactions. It will foster a nuanced understanding of how hidden cultural factors shape your own thoughts and behaviors as well as those of others. Real-world critical incidents, case studies, and audiovisual content will provide a concrete framework for increasing global literacy and cultural awareness, and for learning how to successfully engage in cross-cultural communication.

Course Objectives

Upon successful completion of this course, you will be able to:
1. Describe how culture shapes your own verbal and non-verbal behaviors and those of others.
2. Better determine why cultural misunderstandings occur and develop strategies to avoid them.
3. Understand how your own culture is perceived by others.
4. Apply theoretical ideas to explain how culture shapes communication.
5. Develop strategies for functioning both professionally and personally in culturally diverse settings.

Learning Environment
This course makes use of the KSU Blackboard Learn 9 e-learning environment.

You can log in to Learn directly using your FlashLine user name and password at the
following url:
https://learn.kent.edu/

**Course User Guide**
Please carefully read through the course user guide, which can be found in the “Course Documents” folder on our course webpage. This will tell you how the course is organized, which activities you will be asked to complete, and how your learning will be assessed.

As is the case with any DL course, you will need to familiarize yourself with the e-learning portal, in this case Blackboard Learn. The user guide provides you with the basics and with links to more detailed tutorials should you need them.

**Learning Activities and Grading**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Pre-learning surveys = 10% of course grade</td>
<td>94-100% = A</td>
</tr>
<tr>
<td>Discussion questions = 30% of course grade</td>
<td>90-93.9% = A-</td>
</tr>
<tr>
<td>Module quizzes = 40% of course grade</td>
<td>87-89.9% = B+</td>
</tr>
<tr>
<td>Final examination = 20% of course grade</td>
<td>83-86.9% = B</td>
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<tr>
<td></td>
<td>77-79.9% = C+</td>
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<tr>
<td></td>
<td>73-76.9% = C</td>
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<td></td>
<td>70-72.9% = C-</td>
</tr>
<tr>
<td></td>
<td>67-69.9% = D+</td>
</tr>
<tr>
<td></td>
<td>60-66.9% = D</td>
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<tr>
<td></td>
<td>Below 69% = F</td>
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</table>

This course consists of 14 modules. You will spend a week working on each. For each module, you will be asked to complete the following learning activities, unless indicated otherwise:

1. **A pre-learning survey (collectively worth 10% of final course grade)**
   This activity is designed to find out what you may already know about the central concepts that will be addressed in the respective module. You will be asked to respond to a series of short-answer questions. These survey questions have no “right” or “wrong” answers, and you will be graded based on completeness. Each survey question is worth one point. The “pre-learning survey” hyperlink found in the main frame for each module will take you to the survey.

Please see the “Assignment Due Dates” list in the “Course Documents” folder on our course webpage for an overview of when pre-learning surveys need to be submitted.
Pre-learning surveys submitted after the posted assignment due date will not receive any credit.

2. A discussion question (collectively worth 30% of final course grade)
This activity will ask you to contextualize and/or expand on key concepts presented in the respective module. The "Discussion" hyperlink found on the main frame for each module will take you to a page containing several discussion thread folders. Make sure you post your response in the folder created for your assigned group.

To determine your assigned group, and to see who else is in your assigned group, see the “Group Rosters” document found in the “Course Documents” folder on our course webpage.

Each discussion activity response is worth five points and your grade will be calculated according to the following rubric:

**GRADING RUBRIC FOR DISCUSSION THREAD RESPONSE (5 points)**

- Response addresses the question completely: /2 points
- Response is clear: /1 point
- Response adheres to the question: /2 points

/5 points

Please see the “Assignment Due Dates” list in the "Course Documents" folder on our course webpage for an overview of when discussion responses need to be posted.

Discussion question responses posted after the due date will not receive any credit.

3. A quiz (collectively worth 40% of final course grade)
For each module, you will take a quiz to make sure you understand central concepts before you move on. The quiz questions will be a combination of multiple choice and true/false. Quiz content will come primarily from the video lecture segments, but also from the respective module readings. The “Quiz” link from the main frame of each module will take you to the questions.

Each quiz will be worth 20 points (1 point per question). The quizzes will not be timed and do not need to be completed in one sitting. If you are not satisfied with your quiz grade, you will have the option of re-taking the quiz one additional time, and the higher of the two grades will be the final grade entered for the quiz. You will have one week to
take the quiz from the time that it goes live on our course webpage. Please see the “Assignment Due Dates” list in the “Course Documents” folder on our webpage for an overview of when quizzes and quiz re-takes (if desired) are due. If you want to improve your performance once your grade has been posted, you will have an additional week to re-take the quiz.

**Final examination (20% of final course grade)**
During the last week of the semester, you will show what you have learned by taking a final exam. The format will be multiple choice and true/false questions. The exam will be worth 50 points (one point for each question). A link to the final exam will be posted on our course webpage closer to the end of the semester. You will have the opportunity to take the final exam once only. Please see the “Assignment Due Dates” list in the “Course Documents” folder on our webpage to determine when the final exam will be due.

**Additional Module Components**

1. **Readings**
   For each module of this course, you will be required to read a text available electronically through the Kent State University Electronic Reservation System. You will find links to these readings in the main frame for each module.

   If/When prompted, enter the following password to access the texts: `global14`

2. **Lecture video segments**
   Video lecture segments are the heart of the course. We use these to present central concepts, which are also summarized in the form of corresponding bullet points for each segment. We encourage you to take notes as you watch and then to go back and review your notes before moving on to the next segment.

3. **Video Clips**
   For most of the modules, you will be asked to watch a series of video clips relating to concepts central to the video lecture segments. Due to copyright issues, some of the videos we intend for you to watch might no longer be available at the time of viewing. If this is the case, simply follow the discussion in the corresponding the video lecture segments.

4. **A “Questions and Comments” link**
   For each module, you will see a designated questions and comments link, which you can use to post any module-specific questions or comments you might have. If you need an explanation, or if you want to share experiences, or ask questions, this is the
place to do it.

Module Scope and Sequence
NOTE: Please see “Assignment Due Dates” document in the “Course Documents” folder on our webpage to determine when things are due. We ask that you complete modules on a week-by-week basis!

MODULE 1: COURSE INTRODUCTION- CULTURE AS AN ICEBERG

MODULE 2: CULTURE AND TIME- WHEN TIME IS NOT MONEY

MODULE 3: CULTURE AND SPACE- HOW CLOSE IS TOO CLOSE?

MODULE 4: HIGH CONTEXT AND LOW CONTEXT CULTURES- WHEN DIRECTNESS JARS

MODULE 5: THE MYSTERIES OF FACE

MODULE 6: INDIVIDUALISM VS. COLLECTIVISM- THE “I” VS. “WE” IN CULTURE

MODULE 7: POWER DISTANCE- HOW A SOCIETY HANDLES INEQUALITIES

MODULE 8: CULTURE IN THE EYES OF THE BEHOLDER- PERSPECTIVES ON MULTICULTURALISM

MODULE 9: THE MYSTERIES OF BODY LANGUAGE ACROSS CULTURES

MODULE 10: WORDS WE LIVE BY- CONVERSATION STRATEGIES AND CULTURE

MODULE 11: RULES AND RELATIONSHIPS

MODULE 12: CULTURAL SYMBOLS- WHEN LOVE ISN’T RED AND OWLS AREN’T WISE

MODULE 13: CULTURAL AWARENESS- WHEN THE HONEYMOON IS OVER

MODULE 14: COURSE CONCLUSION: CULTURAL AWARENESS- ARE WE THERE YET?
Departmental, College and University policies
Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to powerpoints, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

Registration Requirement
The official registration deadline for this course is September 7, 2014. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to withdraw is November 2, 2014.

Student Accessibility Policy
University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Student Cheating and Plagiarism
University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779 and/or ask for information.
Respectful Student Conduct
The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, angry outbursts, refusal to participate in classroom activities, repeated tardiness, and leaving the classroom prior to class dismissal are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2.
December 1, 2014

To: Keiran Dunne and Francoise Massardier-Kenney
Re: Adding Global Literacy and Cultural Awareness to the Kent State University Core Curriculum

Dear Drs. Dunne and Massardier-Kenney,

Adding Global Literacy and Cultural Awareness (MCLS 20000) to the Kent Core will greatly contribute to the integration of international students at Kent State University and to the preparation of our students for an experience abroad. Furthermore, it will enable Kent State University to demonstrate leadership in the internationalization of its curriculum while helping to educate a globally competent citizenry and workforce.

Global Literacy and Cultural Awareness (MCLS 20000) will provide Kent State students exposure in foreign languages and cultures and will help them understand the world and the United States' role in it. It will also enhance critical intellectual skills of students to cooperate with others and to meet global challenges at home and abroad.

The impressive growth of international enrollment at Kent State requires that we start looking into "qualitative" changes in our curriculum such as the one that will be brought by the Global Literacy and Cultural Awareness course. The course will have a positive impact on retention and overall academic success of students.

Current Kent State course offerings do not offer domestic and international students opportunities to interact regularly and to experience authentic cross-cultural situations. This face-to-face course will help international and domestic students work together to develop intercultural communication skills and an appreciation for cultural diversity. In addition, one of the outcomes of this bridge course will also be providing domestic students with an opportunity to internationalize their course of study without incurring the expense of traveling abroad.

For all the above, I am strongly in favor of the College of Arts and Sciences' proposal to have Global Literacy and Cultural Awareness (MCLS 20000) added to the Kent Core.

Sincerely,

[Signature]

Dr. Marcello Fantoni
Associate Provost

Office of Global Education
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OTM
Social Sciences

1) The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?

a. Communicate effectively: All general education programs include a component for writing; many also include a component for oral communication or presentation
b. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
c. Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
d. Acquire an understanding of our global and diverse culture and society
e. Engage in our democratic society: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently

This course emphasizes learning outcome D, Acquire an understanding of our global and diverse culture and society. Students analyze critical incidents and examine case studies to identify cultural explanations for misunderstandings. In addition, they recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving.

2) The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.

This is a lower division course at Kent State University. This course has no prerequisites; students have the proficiencies appropriate to the course upon admission to the university.

3) Course is not remedial or developmental.

This course is not remedial or developmental.

4) Course does not cover variable content from term to term.

This course does not cover variable content from term to term.

5) Course is not a special topics course.

This course is not a special topics course.
6) Course is not an upper division course.

This course is not an upper division course.

7) Course is not a narrowly-focused technical or pre-technical course.

This course is not a narrowly-focused technical or pre-technical course.

8) Course has content that allows the student to acquire an understanding of our global and diverse culture and society.

Weekly lectures, readings that reinforce concepts presented in lectures, audio-visual materials that present real-world critical incidents, case studies, and original interviews provide concrete examples and scenarios that allow students to develop an understanding of how to solve intercultural communication problems, increase their cultural awareness, and successfully adapt to a variety of intercultural contexts.

9) Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economics, governments or subcultures.

The lectures and readings introduce basic concepts used to describe and explain the behavior of people in various cultural contexts (e.g., how people perceive time, space, rules and relationships; conversation strategies; etc.). The lectures and readings also provide specific examples of behavior in various subcultures. Using the concepts they have been introduced to, students learn how to explain why people behave a specific way in a given set of circumstances. Students also learn to predict how people are likely to react in a specific situation.

10) Course is from either a social or behavioral science discipline, including anthropology, economics, geography, history, political science, psychology or sociology.

This course is interdisciplinary. The lectures and readings are based on material from cultural psychology, cultural anthropology, behavioral economics, and sociology.

11) Course employs the methods of inquiry characteristic of social and behavioral courses.

Through lectures and readings, students become familiar with appropriate theories for interpreting patterns of human behavior and they are asked to apply these concepts to describe and analyze the behavior of people in different cultural contexts. The course emphasizes observation of behavior via case studies and interviews, and analysis of behavior based on concepts from sub-disciplines that focus on the development of cross-cultural competence.
1) The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?

   a. Communicate effectively: All general education programs include a component for writing; many also include a component for oral communication or presentation

   b. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)

   c. Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines

   d. Acquire an understanding of our global and diverse culture and society

   e. Engage in our democratic society: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently

This course emphasizes learning outcome D, Acquire an understanding of our global and diverse culture and society. Students interpret texts and analyze critical incidents and case studies to identify cultural explanations for misunderstandings. In addition, they recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving.

2) The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.

This is a lower division course at Kent State University. This course has no prerequisites; students have the proficiencies appropriate to the course upon admission to the university.

3) Course is not remedial or developmental.

   This course is not remedial or developmental.

4) Course does not cover variable content from term to term.

   This course does not cover variable content from term to term.

5) Course is not a special topics course.

   This course is not a special topics course.
6) Course is not an upper division course.

   This course is not an upper division course.

7) Course is not a narrowly-focused technical or pre-technical course.

   This course is not a narrowly-focused technical or pre-technical course.

8) Course is an introductory-level course that focuses on the study of human endeavors spanning historical periods, regions and cultures.

   This course enables students to describe how cultural orientation shapes their own verbal and non-verbal behaviors, as well as those of people from other cultures. It introduces students to a variety of cultural paradigms and helps them better understand why cultural misunderstandings occur and develop strategies to avoid them. In addition, it provides students with the tools to understand how their culture is perceived by people from other cultures.

9) Course is from one of the following disciplines: history of dance, art, music, theatre, film, literature, religion, philosophy, ethics or history.

   This course is interdisciplinary. It combines literature, history, ethics, film and cultural studies.

10) Course employs the methods of inquiry characteristic of arts and humanities.

    The course employs close readings of texts (written and visual), analysis of concepts and contexts, development of arguments and synthesis of different views.

11) Course is not a skill developmental or a preparatory course for advanced study in a major (e.g. applied music lessons, studio art, symbolic logic, theatre skills and creative writing).

    This course is not a skill developmental or a preparatory course for advanced study in a major.
Kent Core (general education requirements)

The Kent Core is the foundation of the university's mission to prepare students to live in today's complex, global society. It broadens intellectual perspectives, fosters ethical and humanitarian values and prepares students for responsible citizenship and productive careers. Through this learning experience, students develop the intellectual flexibility they need to adapt to an ever-changing world.

Kent Core courses enable students to:

- Acquire critical-thinking and problem-solving skills
- Apply principles of effective written and oral communication
- Broaden their imagination and develop their creativity
- Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
- Develop competencies and values vital to responsible uses of information and technology
- Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens
- Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
- Increase their awareness of ethical implications of their own and others' actions
- Integrate their major studies into the broader context of a liberal education
- Strengthen quantitative reasoning skills
- Understand basic concepts of the academic disciplines

Although not every Kent Core course will address all these goals, learning within the Kent Core as a whole enables students to acquire the tools for living rich and meaningful lives in a diverse society.

Requirements

- As part of the requirements for any baccalaureate, all students must complete a minimum 36-37 semester credit hours of the Kent Core distributed as indicated with the specific categories.
- Colleges or degree programs may augment the university's minimum Kent Core, and they may specify for their students certain courses in fulfillment of the requirements. It is essential, therefore, that students consult that section of the catalog for their college and degree program.
- The Kent Core should normally be completed within the 60 semester hours that immediately follow the first date of enrollment in a bachelor's degree program.
- Honors equivalents shall satisfy the Kent Core.
- None of the courses on the Kent Core list may be taken pass/fail.

Kent Core Coursework (36-37 credit hours)

I. Composition (6 credit hours)
II. Mathematics and Critical Reasoning (2 credit hours)
III. Humanities and Fine Arts (6 credit hours)
IV. Social Sciences (6 credit hours)
V. Basic Sciences (6-7 credit hours)
VI. Additional Courses (6 credit hours)

Transfer credit, proficiency testing and other options in meeting the Kent Core

Kent Core course listing in PDF format

LEGEND
TM - Transfer Module
LAB - Laboratory
G - Global Diversity
D - Domestic Diversity

Students majoring in a program in the College of Arts and Sciences must adhere also to that college general requirements for the Bachelor of Arts and the Bachelor of Science.

I. COMPOSITION (6 credit hours)
   English (ENG)
   TM 11011 College Writing I (3)
   or 11002 College Writing II (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>21011</td>
<td>College Writing II (3)</td>
</tr>
<tr>
<td>10187</td>
<td>Freshman Honors Colloquium I (1-3)</td>
</tr>
<tr>
<td>10297</td>
<td>Freshman Honors Colloquium II (1-3)</td>
</tr>
</tbody>
</table>

**II. MATHEMATICS AND CRITICAL REASONING (3 credit hours)**

**Computer Science (CS)**
- 10051 Introduction to Computer Science (4)

**Mathematics (MATH)**
- 10041 Introductory Statistics (4)
- 11026 Explorations in Modern Mathematics (3)
- 11020 Modeling Algebra (4)
- 11010 Algebra for Calculus (3)
- 11012 Intuitive Calculus (3)
- 11022 Trigonometry (3)
- 12001 Algebra and Trigonometry (5)
- 12002 Analytic Geometry and Calculus I (5)
- 12011 Calculus with Precalculus I (3)
- 12012 Calculus with Precalculus II (3)
- 14001 Basic Mathematical Concepts I (4)
- 14002 Basic Mathematical Concepts II (4)
- 20095 Special Topics: Modeling Algebra Plus (3)
- 20095 Special Topics: Algebra for Calculus Plus (4)
- 20095 Special Topics: Algebra for Calculus Stretch II (3)

**Philosophy (PHIL)**
- 21002 Introduction to Formal Logic (3)

**III. HUMANITIES AND FINE ARTS (9 credit hours)**

At least one course must be selected from the Humanities in Arts and Sciences area, and at least one course must be selected from the Fine Arts area.

**Humanities in Arts and Sciences**

**Classics (CLAS)**
- 21404 The Greek Achievement (3)
- 21405 The Roman Achievement (3)

**English (ENG)**
- 21054 Introduction to Shakespeare (3)
- 22071 Great Books to 1700 (3)
- 22072 Great Books since 1700 (3)
- 22073 Major Modern Writers: British and United States (3)

**History (HIST)**
- 11050 World History: Ancient and Medieval (3)
- 11051 World History: Modern (3)
- 12070 History of the United States: The Formative Period (3)
- 12071 History of the United States: The Modern Period (3)

**Pan-African Studies (PAS)**
- 23001 Black Experience I: Beginnings to 1865 (3)
- 23002 Black Experience II: 1865 to Present (3)

**Philosophy (PHIL)**
- 11001 Introduction to Philosophy (3)
- 21001 Introduction to Ethics (3)

**Religion (REL)**
- 11020 Introduction to World Religions (3)
Humanities in Communication and Information
Communication Studies (COMM)

Fine Arts
Architecture (ARCH)
'TM 10001 Understanding Architecture (3)
'TM 10011 Survey of Architectural History I (3)
'TM 10012 Survey of Architectural History II (3)

Art History (ARTH)
'TM 12001 Art as a World Phenomenon (3)
'TM 22001 Art History: Ancient and Medieval Art (3)
'TM 22007 Art History: Renaissance to Modern Art (3)

Dance (DAN)
'G TM 27076 Dance as an Art Form (3)

Music (MUS)
'TM 22111 The Understanding of Music
'D TM 22121 Music as a World Phenomenon (3)

Theatre (THEA)
'G TM 11000 The Art of the Theatre (3)

IV. SOCIAL SCIENCES (4 credit hours)
Courses must be selected from two curricular areas

Anthropology (ANTH)
'G TM 18210 Introduction to Cultural Anthropology (3)
'

Center for Applied Conflict Management (CACM)
'D TM 11001 Introduction to Conflict Management (3)

Economics (ECON)
'TM 22059 Principles of Microeconomics (3)
'TM 22061 Principles of Macroeconomics (3)

Geography (GEOG)
'TM 10180 Introduction to Geography (3)
'G TM 17033 World Geography (3)
'D TM 17054 Geography of the United States and Canada (3)
'G TM 22051 Human Geography (3)

Gerontology (GERO)
'D TM 14029 Introduction to Gerontology (3)

Journalism and Mass Communication (JMC)
'D TM 20001 Media, Power and Culture (3)

Justice Studies (JJS)
'TM 20704 Issues in Law and Society (3)

Political Science (POL)
'G TM 10004 Comparative Politics (3)
'D TM 10100 American Politics (3)
'G TM 20500 World Politics (3)

Psychology (PSYC)
'D TM 11782 General Psychology (3)
### V. BASIC SCIENCES (6-7 credit hours)

At least one laboratory course (marked "LAB") must be selected. Beginning "major sequences" courses in athletic training (ATTR 25057, 25058), biological sciences (BSCI 10110, 10120, 11010, 11020), chemistry (CHEM 10060, 10061, 10062, 10063, 10060, 10091), exercise science (EXSC 25057, 25058) and physics (PHY 22011, 22021, 23101, 23102) may be substituted for those courses listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>18630</td>
<td>Human Evolution (3)</td>
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<tr>
<td>18630</td>
<td>Issues in Human Evolution (1) (Precorequisite 18630)</td>
</tr>
<tr>
<td>10030</td>
<td>Human Biology (3)</td>
</tr>
<tr>
<td>10020</td>
<td>Life on Planet Earth (3)</td>
</tr>
<tr>
<td>10001</td>
<td>Laboratory Experience in Biology (1) (Precorequisite 10001 or 13002)</td>
</tr>
<tr>
<td>20020</td>
<td>Biological Structure and Function (5)</td>
</tr>
<tr>
<td>0030</td>
<td>Chemistry (CHEM)</td>
</tr>
<tr>
<td>10030</td>
<td>Chemistry in Our World (3)</td>
</tr>
<tr>
<td>10031</td>
<td>Chemistry in Our World Laboratory (1) (Precorequisite 10030)</td>
</tr>
<tr>
<td>10050</td>
<td>Fundamentals of Chemistry (3)</td>
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<td>10052</td>
<td>Introduction to Organic Chemistry (2)</td>
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<tr>
<td>10053</td>
<td>Inorganic and Organic Laboratory (1) (Corequisite 10052)</td>
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<tr>
<td>10054</td>
<td>General and Elementary Organic Chemistry (5)</td>
</tr>
<tr>
<td>21063</td>
<td>Physical Geography (3)</td>
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<tr>
<td>21063</td>
<td>Physical Geography Laboratory (1) (Precorequisite 21062)</td>
</tr>
<tr>
<td>11040</td>
<td>How the Earth Works (3)</td>
</tr>
<tr>
<td>11041</td>
<td>How the Earth Works Laboratory (1) (Precorequisite 11040)</td>
</tr>
<tr>
<td>11042</td>
<td>Earth and Life Through Time (3)</td>
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<tr>
<td>11043</td>
<td>Earth and Life Through Time Laboratory (1) (Precorequisite 11042)</td>
</tr>
<tr>
<td>21062</td>
<td>Environmental Earth Science (3)</td>
</tr>
<tr>
<td>21080</td>
<td>All About the Oceans (3)</td>
</tr>
<tr>
<td>23011</td>
<td>Science of Human Nutrition (3)</td>
</tr>
<tr>
<td>10030</td>
<td>General College Physics I (4)</td>
</tr>
<tr>
<td>10031</td>
<td>General College Physics II (4)</td>
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<tr>
<td>10011</td>
<td>College Physics I (2)</td>
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<tr>
<td>10012</td>
<td>College Physics II (2)</td>
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<tr>
<td>13021</td>
<td>General College Physics Laboratory I (1) (Co-requisite 13021 or 13011)</td>
</tr>
<tr>
<td>13022</td>
<td>General College Physics Laboratory II (1) (Co-requisite 13022 or 13012)</td>
</tr>
<tr>
<td>21040</td>
<td>Physics in Entertainment and the Arts (3)</td>
</tr>
<tr>
<td>21041</td>
<td>Physics in Entertainment and the Arts Laboratory (1) (Pre-corequisite 21040)</td>
</tr>
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</table>
VII. ADDITIONAL COURSES (6 credit hours)
Select courses from above. Any of the following courses may also be selected.

Communication Studies (COMM)

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<tr>
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<tbody>
<tr>
<td>15000</td>
<td>Introduction to Human Communication (3)</td>
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Honors (HONR)

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<tr>
<td>13597</td>
<td>Colloquium: The Western Identity (3)</td>
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Philosophy (PHIL)

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<tbody>
<tr>
<td>1109</td>
<td>Critical Thinking (3)</td>
</tr>
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Modern and Classical Language Studies (MCLS)

20001 Global Literacy and Cultural Awareness