TO: UGCC – Meeting February 2013  
FROM: Alan Rosiene, Department of Humanities & Communication  
SUBJECT: SOC 1000 and COM to WRI Changes (informational)  

The Humanities and Communication Department proposes the following:

1. **SOC 1000 Introduction to Global and Multicultural Awareness:**
   This course arises from the deliberations of the Internationalizing Campus Committee chaired by Dean Kenkel. The course provides freshmen and sophomore students with an opportunity to enhance their awareness of multicultural perspectives. (ANC)

2. **COM to WRI Changes:** Permission has been granted by the Registrar to move composition and creative writing courses from the Communication Program (COM) to a new Writing prefix (WRI). These courses never have fit well under the Communication prefix. The Communication Program chair does not oversee the writing courses, and their designation as COM has contributed to confusions between composition and communication. The COM courses changing to WRI are as follows:
   
   a. COM 0100 to WRI 0100  
   b. COM 0105 to WRI 0105 (online only)  
   c. COM 0110 to WRI 0110  
   d. COM 1000 to WRI 1000 (online only)  
   e. COM 1005 to WRI 1005 (online only)  
   f. COM 1101 to WRI 1101  
   g. COM 1102 to WRI 1102  
   h. COM 2012 to WRI 2012  
   i. COM 2150 to WRI 2150

   We do not intend to change titles or course descriptions for items d through i. We do anticipate changes to the Basic Writing courses, especially to COM 0100.

   We give notice here of our intent to propose the COM to WRI changes at the March meeting of the UGCC, both to discuss the best way to implement these changes (ANC forms for all?) and to solicit any other comments the committee may have about them. The changes to COM 0100 are most pressing as we would like to have WRI 0100 in place in time to block register students for Fall 2013.
**Florida Institute of Technology**

**ADDING A NEW COURSE TO THE CURRICULUM**

This course is available for student registration only after the approval process has been completed.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>O  C</th>
<th>COURSE NO.</th>
<th>1  0  0  0</th>
<th>CREDIT HOURS</th>
<th>3</th>
<th>TERM TO BE ADDED TO THE FILE</th>
<th>Fall 2013</th>
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*Justify level if 1000-level+ and no co-or prerequisites. Restricted to freshman and sophomore level only*

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<tr>
<th>CLASS HOURS</th>
<th>45</th>
<th>LECTURE HOURS</th>
<th>45</th>
<th>LAB HOURS</th>
<th>CONTACT HOURS (CEU ONLY)</th>
<th>DEPARTMENT</th>
<th>Humanities &amp; Communication (e.g., Computer Sciences)</th>
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</thead>
</table>

- **COLLEGE OF AERONAUTICS - 23**
- **COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS - 25**
- **COLLEGE OF SCIENCE - 26**
- **COLLEGE OF ENGINEERING - 1**
- **COLLEGE OF BUSINESS - 24**
- **EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS - 90**

**COMPUTER TITLE** Restricted to 25 characters, including spaces: **Intro to Global Awareness**

**CATALOG TITLE** Introduction to Global and Multicultural Awareness

Introduces multicultural perspectives in a collaborative learning environment. Involves observation, interactive engagement, critical thinking and reflective writing. Enhances awareness and deepens understanding of diverse viewpoints, lifestyles and structures that shape communities. (Requirement: Freshman or sophomore standing.) (88)

In addition, please attach a course syllabus and/or more detailed description.

**CATALOG DESCRIPTION OF COURSE** Restricted to 350 characters, including spaces.

This description has been approved by the catalog office.

**GRADES TO BE ISSUED**
- A, B, C, D, F
- A, B, C, D, F, CEU/Audit
- CEU
- S, U
- P, F
- Other

**ADDITIONAL RESTRICTION** Requires freshman or sophomore standing.

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

**IN ADDITION, PLEASE ATTACH A COURSE SYLLABUS AND/OR MORE DETAILED DESCRIPTION.**

**REQUIREMENTS**

- Prerequisite
- Corequisite
- and/or

**SUBJECT** Alpha Prefix (e.g., CS)

**COURSE NO.** (e.g., 1301)

**TERM TO INACTIVATE**

**GRADES TO BE ISSUED**

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- A, B, C, D, F, CEU/Audit
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- S, U
- P, F
- Other

**ADDITIONAL RESTRICTION** Requires freshman or sophomore standing.

**APPROVALS:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

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**COURSE SYLLABUS**

- Requires freshman or sophomore standing.

**IF THIS COURSE REPLACES A COURSE CURRENTLY OFFERED IN BANNER, PLEASE INDICATE OLD COURSE INFORMATION AND THE DATE/TERM THE COURSE MAY BE REMOVED FROM THE SYSTEM.**

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SOC 1000 Introduction to Global and Multicultural Awareness

**Prerequisite** None

**Credits** 3

**Course Description**
This course introduces multicultural perspectives in a collaborative learning environment. It involves observation, interactive engagement, critical thinking, and reflective writing. Students will enhance their awareness and deepen their understanding of the diversity of viewpoints, lifestyles, and structures that shape the global community and our own FIT community. Its intent is to provide students with multicultural proficiencies that support their success throughout college and in their professional careers.

**Course Objectives**
To develop cultural sensitivity by facilitating the following:
1. Recognize your own culture and the impact that it has on others.
2. Increase awareness and understanding of cultures different from and similar to your own.
3. Observe and learn how to negotiate group dynamics that are affected by cultural differences.
4. Develop skills to comfortably and respectfully engage in cultural and worldview discussions with diverse students.

**Anticipated Course Outcomes**
Students will become aware that cultural differences and similarities exist and have an effect on values, learning and behavior.¹ They will demonstrate competence through:
- Valuing and recognizing the importance of one’s culture.
- Valuing diversity.
- Realizing that cultural diversity will affect an individual’s communication and participation in education, and in professional life, in various ways.
- A willingness to adapt one’s communication and behaviors to be compatible with another’s cultural norms.
- A willingness to learn about traditions and characteristics of other cultures.

FIT Global Learning Competencies

Knowledge - Understands his/her culture in global and comparative context
Skills - Adapts his/her behavior to interact effectively with those who are different
Attitudes - Is willing to learn from others who are culturally different from him/her
- Accepts cultural differences and tolerates cultural ambiguity

Course Requirements

- Twelve weekly reading or online engagement assignments, each requiring a guided written reaction. This work will collectively count for 30% of the final course grade.
- Ongoing expectation of participation (such as in-class exercises, preparing for guest speakers), and class room etiquette and attendance. These will count for 20% of the final course grade.
- Researched PPT presentation on topic of choice, counting for 20% of grade.
- Final project Student Portfolio and self reflection, demonstrating the student’s cultural competence of others who are culturally different. This work will collectively count for 30% of the final course grade.

Instructor’s Manual (possible text):

Instructor’s Reference (possible text):

Student Course Packet (possible texts / excerpts)
- Other materials may be available on ANGEL
Course Modules

Week 1  
Lesson:  
Introduction to course.  
Trust building exercises: get to know names, meet and interview peers.  
Your cultural identity.  
Reading:  
Chapter 2 (Hays), The Starting Place: Knowing Who You Are  
Possible activities:  
Individual culture sketch  
Sociocultural Identity Wheel

Week 2  
Lesson:  
Theory base (Hofstede cultural dimensions) for conceptual framework.  
Power, Stereotypes, and Prejudice  
Readings:  
Chapter 2 (Neuliep), The Cultural Context  
Chapter 5 (Neuliep), Stereotyping & Ethnocentrism pp. 182-98  
Possible activities:  
a) Interview  
b) Examples/discussion of stereotypes

Week 3  
Lesson:  
Language, Listening, and Perception  
Readings:  
Chapter 7 (Neuliep), The Verbal Code  
Chapter 6 (Hays), Why Words Matter  
Possible activities:  
Exploring haiku (affective style), Finding your authentic voice

Week 4  
Lesson:  
Happiness and Culture.  
Readings:  
Chapter 9 (Seligman), Signature Strengths Across Cultures  
Possible activities:  
Values-In-Action strengths survey & discussion  
Guest lecturer

Week 5  
Lesson:  
Humor/Cartoons and Culture.  
http://gengo.com/about-us/blog/10-instances-of-hilarious-cross-cultural-humor/  
Possible activities:  
Draw inspiration from New York Times/The Learning Network  
“That's Funny: Comedy across the curriculum”
Week 6  
Lesson:  
Family/Environment and Culture.  
Readings:  
Chapter 4 (Neuliep) The Environmental Context  
Chapter 5 (Hays), Influence of Family and Friends  
Possible activities:  
Dimensions of Privacy Questionnaire  
Assessing Time Orientation Questionnaire  
Documentary Film clip: (Philippines) Would it be worth it?  
http://www.pbs.org/pov/learning/lesson_plan.php#.URQ8LaXAdqU

Week 7  
Lesson:  
Ritual, Holidays and Cultural Celebrations.  
Readings:  
Rights of passage: lived experiences of international students  
Possible activities:  
Guest lecturer

Week 8  
Lesson:  
Art/Music and Culture.  
Readings:  
To come from World Music Cultures curriculum (FIT course next year)  
Possible activities:  
Music Across Cultures--Interview and Interpretation (aided by FIT Music Program Chair Jamie Younkin)

Week 9  
Lesson:  
Food and Culture.  
Reading:  
Pablo Neruda, “Ode to an Onion”  
Possible activities:  
PBS.org “The meaning of food”  
Food: “A Multi-Cultural Feast” Learning Seed DVD  
Adapt from  
Guest lecturer

Week 10  
Lesson:  
Clothing/Objects and Culture.  
Readings:  
Chapter 3 (Mitchell) Not Just An Object  
Possible activities:  
Visit to Ruth Funk Center for Textile Arts  
Guest lecturers: FIT’s Sarah Smith & Lesa Lorusso
Week 11  

[Holiday time]

Week 12  

Lesson:
Film/Photography and Culture.

Reading:
Chapter 11 (Lester) Documenting culture.

Possible activities:
“Shoot Back” exercise

Week 13  

Lesson:
Television/Advertising and Culture.

Reading:
Chapter 5, Visual Stereotypes (Lester)

Possible activities:
View text weblinks and discuss.
View best foreign advertisements (from a variety of credible sources)

Week 14  

Lesson:
News, Folklore, Storytelling and Culture.

Reading:
Chapter 14, The Culture of Journalism (Campbell et al.).

Digital/virtual communication in a global context

Possible Activities:
Chapter Discussion Questions
Collaborate on a wiki

Week 15  

Lesson:
Health/Gender and Culture.

Viewing:
Documentary Film: Georige Girl (New Zealand) Prostitute-turned-politician, Maori descent, first transsexual in world to hold national office.

Possible Activities:
Adapt lesson/discussion guide from
http://www.pbs.org/pov/georgiegirl/#.URQntqXAdqU

Week 16  

Lesson:
Politics/Social Justice and Culture.

Viewing:
Documentary film Campaign (Japan)

Possible Activities:
Adapt lesson plan and discussion guide from
http://www.pbs.org/pov/campaign/#.URQm0aXAdqU

Film clips of The Beginning of Perestroika (Russia) from
http://www.pbs.org/pov/myperestroika/lesson_plan.php#.URQwx6XAdqV