

CGEIP Report

COM 260: Communicating with Cultural Competence

1. Submitted by:

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2. What time period (e.g., FA17-SP19) is covered in this report? Were all sections of this course for each semester covered?

FA19 - All sections of the course were covered

3. Did you have a meeting with other course instructors to discuss data collected? Who participated in the discussions?

There are currently two instructors to cover the two sections of the course. Our official meeting will take place at our upcoming faculty retreat in early January, 2020. However, we have shared information via emails and documents. Course instructors have been very responsive and the three of us work well as a team. They have provided honest and transparent feedback, allowing us to think about improvements for the future.

Reviewer Comments:

That works! -A

Fanstastic! -A

4. General Goal

General Goal (12): Community Engagement—Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.;General Goal (13): Cultural Competence—Students will be able to recognize and consider multiple perspectives and cultures.;

5. What did you want students to learn that supported the General Goal(s)? List specific learning outcomes (typically three distinct outcomes unless another number was specified) supporting the goal. For each of these, describe the type of data you collected. (Be specific, e.g., evaluated essays to gauge students' ability to view a problem from multiple perspectives...; evaluated short answers responses to determine whether students could identify reliable sources...). What did you learn about student learning for each of these?

General Goal (12): Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

Specific Learning Goals:

- 1. Identify the rights and responsibilities they have in their own communities and the broader society.**
- 2. Recognize the needs of the communities to which they belong and understand how to address those needs.**

Data Collected: Exam (Scoring) / Evaluated essays gauging students' ability to understand social class and

the impacts of poverty in
their communities. / Film Appreciation &
Reflection dealing with
various issues on diversity
(e.g. ethnicity or interacting with international
students).

General Goal (13): Students will be able to
recognize and consider multiple perspectives
and cultures.

Specific Learning Goals:

1. Examine and articulate
perspectives and behaviors they acquire in
their homes, schools, and
communities.
2. Identify the importance and best
practices of developing skills for working/
interacting with others.

Data Collected: Exam (Scoring) /
Evaluated essays gauging their ability to
understand and articulate the
various parts of their
identity from childhood to the present /
Position Essay where
students must argue in
favor of, or against, developing intercultural
relationships.

Reviewer Comments:

Just a note- you can focus only on the goals in the
future. -A

6. If you need additional space to respond to question 5, use this space to do so.

Film Appreciation Videos - The two links below provide clips to the materials used for the film appreciation assignment. These were viewed, in class, then students were asked to reflect on what they've learned.

American Textures:

<https://crossingborders.education/films/american-textures/>

The Dialogue:

<https://crossingborders.education/films/the-dialogue/>

Essays - These assignments were used to evaluate students critical thinking and understanding of cultural topics.

Essay 1 (Identity): Explain the major components that make up your identity. How does knowing your identity help you understand your place in the world? (GG 13)

Essay 2 (Culture): Take a Position – It is beneficial to develop intercultural relationships. (GG 13)

Essay 3 (Social Class): Thinking about your own community, what are the greatest barriers to success facing people living in poverty? (GG 12)

Reviewer Comments:

Great site! –A

When you look for critical thinking, what do you hope to see? Lee Odell has an article called “A glimpse of the mind at work” that might be interesting to look at to nail down what critical thinking looks like. -A

7. Overall, how would you rate the student's achievements/progress relative to the General Goal(s)? Where have students shown the most success? Have you noted any areas of weakness in student learning relative to the General Goal(s)?

Student achievement/progress, in relation to the General Goals has been excellent. In consultation with both instructors, both have reported student learning and growth. Students have been able to learn from the assignments and better understand their everyday interactions. See an instructor's comment below:

" They particularly could relate in their follow up written film responses and in-class discussion to the

American and Chinese students traveling together in the second film shown The Dialogue and brought up

poignant responses about the difficulty of interacting with international students on the MSU campus. The

American students in the class often remarked that the international students travel around campus in

groups, making it more difficult to penetrate these social groups and get to know them. The Chinese and other international students in the course remarked that the American students give the impression that they are already too busy and settled in their relationships/friendships." -R.D. (Instructor, COM 260)

Although the course has started with much success, there was a major weakness identified across the board. The major weakness discussed was assignment connections with the required textbook. Some assignments (e.g. Essays and Film Appreciation) were noted as only connecting with the textbook material at a surface level, but not a deeper connection of concepts that were focused on. Also, a desire to vary learning activities for students, beyond films and reflections was noted. Another instructor explains below:

" I would like to vary my in-class activities more. While students did participate actively in small group discussions and in-class writing assignments, I used each of those a lot, and I don't want to wear them out on those activities. I would like to add more short video clips and other types of activities. " -A.K. (Instructor, COM 260)

Reviewer Comments:

Making connections –A

Thank you for being willing to share a weakness. –A

That sounds good. FCTL or your colleagues might be helpful to talk to. -A

8. What do you plan to do in the future? What worked well and will be continued? If you noted any deficiencies, how do you anticipate addressing them?

In the future, the weaknesses for COM 260 will be addressed by having an official meeting between all COM 260 Instructors. This meeting, happening during the full faculty retreat time, will allow for everyone to share new ideas for class activities and suggest other resources (i.e. video clips, articles, guest speakers). From that meeting we will implement the things that we can and plan for launch of other activities for application in the FA 2020 semester.

**Reviewer Comments:
Great! -A**

9. Faculty senate has charged CGEIP with examining the diversity content in all general education courses. Please describe any ways that you include diversity content in your general education course (if applicable):

This course is rooted in the communication of diversity topics. As a result students are spending each week covering a topic of identity (e.g. social class, race/ethnicity, gender, or religion). By covering these topics, students learn how to competently communicate on the spectrum of diversity issues. The current course description is listed below:

COM 260 - Communicating with Cultural Competence

A cultural competence-based approach to contemporary intercultural communication issues in the United States. Topics include consideration of communication practices as they relate to ethnicity, race, religion, gender, sexuality, family structure, social class, age, and ability.

Reviewer Comments:

Great! –A

This sounds like a great course and the reporting here is excellent. One thing I found odd is only here did I see anything about communicating with cultural competence. The GGs and SLOs don't seem to clearly articulate that aspect of the course. This might invite some modification of the SLOs.

