

Parkland College

SPARK: Scholarship at Parkland

Global Studies Initiatives in Social Sciences
2020 - 2021

Global Studies Initiatives in the Social Sciences

Spring 2021

Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Jody Littleton

Follow this and additional works at: https://spark.parkland.edu/global_studies_2021



Part of the [Communication Commons](#)

Open access to this Project Report is brought to you by Parkland College's institutional repository, [SPARK: Scholarship at Parkland](#). For more information, please contact spark@parkland.edu.



Aims of Global Studies Initiative: Parkland’s Global Studies Initiative promotes the addition to Parkland’s courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia, and East Asia, Southeast Asia, and the Pacific. Further, it aims to provide faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Faculty Name: Jody Littleton

Courses Taught (course name(s), section number): **Public Speaking COM 103, Interpersonal Communication COM 120 and Group Communication and Leadership COM 200.**

Please answer the following questions to complete this report:

1. Please describe an assignment or class material covered in your course that teaches students about global issues or, better yet, teaches them about the areas of the world covered in this initiative: the European Union, Eastern Europe, Russia, Eurasia, East Asia, Southeast Asia, and the Pacific. You can attach the assignment rubric, instructions, and/or syllabus or course schedule to this report if you wish. If you have no current materials or assignments dealing with global issues, describe an idea you have for a new assignment or course material you wish to adopt.

For Interpersonal Communication COM 120: I have students interview someone from another culture (born and raised in another country, and interview someone from another co-culture to increase awareness of the way culture impacts verbal and nonverbal communication at work and in everyday life. The student’s must relate the theories and concepts of intercultural communication, and perception they are learning in class to the answers from their interviewees. They discover how people from other cultures are very similar in many ways to their culture, and it helps the student identify their own culture. If possible I have the my students interview students studying English as a Second Language (ESL) so that they must talk to someone they are not familiar with and also help the ESL student practice their conversation skills. Many of these ESL students are from Asian and African countries. I have copied the instructions for this assignment at the end of this report.

For Public Speaking COM 103: Students choose a country, then choose an aspect of that countries culture and give a 2-4 minute speech on that aspect of culture.

For Group Communication and Leadership COM 200 I plan to apply for [The Global Solutions Sustainability Challenge](#) for spring 2022. As stated on their website it is “a virtual exchange initiative

that supports career readiness in the U.S., Iraq and Jordan. Community college students from the U.S. and technical college and university students from Iraq and Jordan team up to solve global challenges facing the business sector across industries. The program improves global citizenship, strengthens problem-solving skills, and develops enduring connections, while enhancing students' job skills through online collaboration." [Global Solutions Sustainability Challenge | IREX](#)

For all my classes I plan to offer outside of class discussions and talks that focus on culture. This fall I am collaborating with Student Life Office to give a one hour talk on Cultural Communication as part of a leadership series that Student Life organizes.

I have contacted the French Embassy in New York City and The Institute of Study Abroad Ireland to use some of their online resources to promote cultural awareness. I will be collaborating with the Honors Program, Phi Theta Kappa, and Study Abroad to offer some online and in person talks about different aspects of culture.

2. Parkland College faculty have developed six general learning outcomes to help students acquire essential skills, knowledge, and values that will serve them in their future careers. The Global Awareness and Ethical Reasoning outcome states that *students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions.* Please reflect on how the assignment or materials you described in the previous question contributes to this learning outcome or could be modified to better fit this outcome.

Since my focus is on communication my assignments reflect the multicultural perspectives. I want students to understand that all cultures have much in common but at the same time there are differences in how we think and act which is reflected in our communication styles. I want them to understand that we all perceive the world differently which is not good or bad but different.

For my COM 200 proposal I hope also address the outcome of understanding global issues since the groups will be tackling global problems and coming up with a solution for their final project.

3. How do you think learning about global issues and other areas of the world benefits your students in your field of study or discipline?

First of all I believe it helps students develop their emotional intelligence/EQ. Being able to recognize your emotions and why you have these emotions is a key to EQ. Understanding your own culture and other's culture helps you be aware of your own bias and emotional triggers.

As a country we are struggling to connect with other people. Learning that having differences is o.k. and beneficial is important in helping people live and work with diversity. Helping create mutual respect and inclusion so important in today's climate.

4. Do you believe your course could benefit from more interdisciplinary collaborations on global issues participating, for instance, in some of the collaborative teaching initiatives presented by your group in your joint report? Explain your answer.

Yes, I hope that the COM 200 project will be an amazing experience for students in collaborating with students from another country as well as from other disciplines.

As a former coordinator of learning communities I am a huge advocate for interdisciplinary collaboration. This fall I am physically moving into the Social Sciences and hope that the physical proximity will promote more interdisciplinary collaboration in the future on global issues as well as other areas.

Thank you very much for participating in the Global Studies Initiative and completing this report!

Interview Project, Jody Littleton

INTERCULTURAL COMMUNICATION (relates to chapters 2 & 4)

DUE 11:59 p.m. in dropbox Sunday 11/6

OBJECTIVE: To increase awareness of the way culture impacts verbal and nonverbal communication at work and in everyday life.

DIRECTIONS:

STEP 1:

STEP 2: Find out how verbal and nonverbal communication works in each culture and how it is different from the culture you grew up in. For the student interview you have a list of possible questions to ask the person from another culture. See list below.

STEP 3: Write a minimum of a 3 page paper (double-spaced, 12 point font). In the paper do the following:

1. **Summarize** what you learned from each speaker and your interviewee. **Draw conclusions** about the cultural values and norms you learned about (review Ch. 2). For example would the individual you interviewed be considered high context; low context, individualistic or collectivistic, achievement or nurturing oriented, high or low power distance, high or low uncertainty avoidance etc?
2. **Compare and contrast** how these cultures are different from and similar to your own.
3. **Discuss** how gaining a better understanding of these differences helps you be a more effective communicator with people from different cultures and sub-cultures you may encounter at work or in everyday life.
4. **Discuss** your level of competence as an intercultural communicator based on the qualities listed in the last part of chapter 2 (pages 59-64)

Possible Areas to Cover in Questions:

Modes of address -expression of status or power distance
Rules for conversations with people known well and not very well
Expectations for how men and women communicate
Facial expression - norms
Touch -norms
Eye Contact
Gestures (typical and those to avoid) - norms
How time is used - norms
The rules about personal space
Territory
Clothing and accessories
Environmental design: How a typical home would be set up
Another verbal or nonverbal topic you are interested in knowing about

Sample Intercultural Communication Questions

What would you say is, from your perspective, the most commonly held misconception about people of your culture?

How important is the individual in the culture? How important is the group?

How is physical contact viewed in your culture?

What are typical gestures in your culture?

What are gestures someone should avoid making in your culture?

Do people make a lot of eye contact with people they are talking to? Are there any unwritten rules regarding making eye contact in your culture?

Do people generally use a lot of facial expressions when talking to someone? Why or Why not?

Are there other types of body language that your culture uses to communicate that you do not see used in this country?

How is space used (e.g., how close should two people who are social acquaintances stand next to one another when they are having a conversation?) Do people touch each other a lot or a little?

How is time understood and measured? (e.g., how late can you be to a business appointment before you are considered rude?)

What is a typical way you greet someone when you first meet them?

Do you greet people differently depending upon their status?

What are rules of conversation for someone you don't know very well?

What are rules of conversation for someone you know well?

How would a visitor be welcomed to someone's home?

What does a typical home look like?

How does a typical person dress?

How do you define "family?"

Who holds the most "status" in your family? Why?

Are the roles of men and women specifically defined in your family? If so, what are they?

How are roles of men and women defined in your society? How are gender roles perceived?

What are the cultural attitudes toward aging and the elderly?

How important is hierarchy in the workplace? What is the relationship between boss and employees?

What is considered most disrespectful in your culture?

What is considered most respectful in your culture?

Is change considered positive or negative?

What are the criteria for individual success?

Is the culture a high-context or low-context one? (will need to explain what this means to them)

How do individuals “know” things? (e.g., are people encouraged to question things? Are they encouraged to master accepted wisdom?)

Are people encouraged to be more action-oriented or to be more contemplative?

Is there anything you would like others to know that we have not included here about you or your culture.....

	Weak	Average	Good	Strong
Final Project Grading Rubric	(Below 70%)	(70-79%)	(80-89%)	(90-100%)

Format: (20)

Met requirements for # of pages, format, turned in on time in the Drop Box

Spelling & grammar

Had required speakers/interviewees or equivalents

Content: (80)

Drew accurate conclusions about the cultural values and norms. Used quotes and specific definitions from text to support conclusions

Compared and contrasted how these cultures are different from and similar to your own.

Discussed how gaining a better understanding of these differences helps you be a more effective communicator with people from different cultures and sub-cultures you may encounter at work or in everyday life.

Discussed level of competence as an intercultural communicator based on the qualities listed in the last part of chapter 2.