Worldview Course Infusion – Proposal

Guilford Technical Community College

Catina Galloway, Assistant Professor, Sociology

Emily Workman, Assistant Professor, Communication

Course Descriptions

COM 120 – This course introduces the practices and principles of Intro to Interpersonal Communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate Intro to Interpersonal Communication skills, apply basic principles of group discussion, and manage conflict in Intro to Interpersonal Communication situations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.

SOC 210 - This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

Description of the Module [Course Infusion]

This module will be entitled “An Intercultural Perspective.” The Module will take approximately 4 weeks of a 16 week course which comprises around 20% of the course. This module will be the segment of the course that focuses on intercultural communication and global sociology that will focus on applying basic communication and sociology concepts to the country of Uganda (and beyond, throughout Africa).
Objectives

1. Demonstrate an understanding of interpersonal communication concepts and the sociological perspective while applying them to typical life in Africa.

2. Analyze the book and/or other materials on a global level illustrating the sociological connection (to the concepts of marriage and family, culture, education, religion and gender) (for SOC 210).

3. Critically compare and discover similarities and differences in basic communication and sociology concepts based on Ugandan (African) and American culture.

4. Teach others about intercultural communication through presentations about the subject (related to family dynamics, gender, or power and influence) (for COM 120).

Methodology:

Discussions (whole class and small groups):

Students will utilize classroom and small group discussions to examine materials. Students will participate in discussions about relevant intercultural communication and sociology topics as when they read A School for My Village. Students will be prompted with questions/statements to encourage critical thinking, application of the concepts and analysis of the material. This will take place in general class discussions and in group discussions. Students will be assessed based on participation, discussion forum worksheets and online assignments.

Summaries/Journal:

On a weekly basis throughout the semester, students will create summaries based on the chapters for A School for My Village (to encourage continued reading), and to respond to at least one targeted question provided (all related to a specific communication and sociological concept addressed in the chapters read). Answers will require an understanding of the all-campus read, the course textbook and supplementary reading materials.

Book Report (Soc. 210):

Students will be required to complete a book report for A School for My Village focusing on the sociological concepts of marriage and family, education, culture, religion and gender, using specific examples from the book to make connections to Uganda.
Presentations:

Students will be put into groups to prepare presentations that teach the class about sociological or communication concepts as they are found in *A School for My Village*. Each small group (5-6 students) will create a 15-20-minute presentation that incorporates textbook concepts with “real-world” examples seen in *A School for My Village*. Students will be encouraged to use specific quotes taken from *A School for My Village*, and to also use at least three outside scholarly sources (primarily to be taken from a resource list provided to the class).

COM120 students will be assigned to teach the class about one of the following issues in an engaging, creative way: intercultural communication, family dynamics, gender, or power and influence. Students will grade each other in addition to being graded by the instructor.

Resources


(*** This is a novel and NOT a scholarly resource, but it presents an interesting, realistic story/memoir based on life in Uganda.***)


Book Report Template (SOC210)

**Introduction:**

- State basic bibliographic information about the book. Bibliographic information means not only the author and title but also what company published the book, what year it was published and any other relevant information such as the edition and if the book has been translated, simplified or abridged.
- Setting of the story and main players in the book
- Any basic main points

**Sociological Connection (s):**

- State what your sociological concept is (define it sociologically)
- Outline 3-4 main points of your concepts using examples from the book
  - For example: Gender roles
    - Explain and give examples of gender roles in Uganda (using the book for examples)

**Summarize the section**

- Make connections between main points
- Make connections to other current events/information

**Personal Impressions and Conclusions:**

- Talk about the books good points and weak points
- What did you learn from the book
Sample Journal Questions (COM120)

Students were asked to write a short synopsis of what happened within the chapter(s) of A School for My Village and then to respond to a specific journal prompt on a weekly basis. Some of the questions asked were as follows:

- Is Uganda a high or low-power culture? Explain what these are based on your course textbook and then share what evidence you find in the all-campus read and readings from the resource list that support your answer.
- Chapter 12 of A School for My Village begins by talking about the "American Dream." Based on what you've read so far in this text and in our resource list, what do you think is the "Ugandan Dream"?
- One of the biggest reasons for the spread of HIV/AIDS in Uganda appears to be a lack of education (for medical professionals and the public at large). What interpersonal communication breakdowns do you see exemplified in these chapters?
- Chapter 10 in our course textbook defines couple types. Which couple type do you think best fits Twesi’s relationship with Beronda? Be sure to clearly explain yourself, based on evidence you find in the all-campus read and in our textbook.
- In Chapters 26-28, there is at least one powerful example of clothing as a nonverbal communication method. Share at least one example, using specific quote(s) when appropriate. Based on what you’ve read in our course textbook about clothing choices, why do you think this matters?