WORLD VIEW:
An International Program for Educators
And
National Resource Center

Faculty Curriculum Development Awards
Proposal Cover Sheet

Applicant

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To which course will this project add global or regional content, context or connections?
English 111, Expository Writing

How many students enroll in this academic course every year? Approximately 1000 student enroll in this course every year. Of those, I will teach approximately 100.
English 111, Expository Writing

1. Course Description:
This course is the required first course (in a series of two) designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selections, pre-writing, thesis support and development, overall and editing and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using edited American English. Students should also be able to demonstrate word processing skills and to access appropriate information from a variety of online sources. This course provides 3 credit hours and 3 contact hours.

**Course Prerequisites or Co requisites:** ***Prerequisites:** English 090 and Reading 090 OR Asset Benchmark score.

2. Description of module:
   **Researching Other Cultures: Module Three**
   In this final module, investigate a meme or theme from the culture of one of the following areas:
   - Africa
   - East Asia
   - Europe and the European Union
   - Middle East and Muslim Civilizations.
   Your purpose will be to thoroughly explain that facet or theme, using research skills and MLA format, as directed in class.
   Here are some examples of cultural themes to research:
   Tribes, Music and Dance, Weddings, Festivals and Events, Politics, Cooking and Recipes, Family Life, Religion, Education, Hot Topics (For example, what has been front page news in this area of the world for the past few years?)

3. Objectives
   **Cultural Learning Objectives:**
   1) Demonstrate understanding of historical and cultural contexts
   2) Demonstrate understanding of significant ideas/themes
   3) Demonstrate appreciation of cultural diversity

   **Writing Objectives:**
   1) Demonstrate writing for a clear, rhetorical purpose, e.g. audience analysis, purpose, and strategic approach.
   2) Compose written documents that use the recursive writing process: Pre-write, Draft, Revise, Edit, and Repeat any steps as needed.
   3) Writing must demonstrate unity (sufficient support with clear and logical relationship between main ideas and support), coherence (progression from one idea to the next with explicit connection of ideas), and an understanding of edited American English.
4) Compile and integrate information from a variety of sources into a written document containing bibliographic citations following an appropriate style sheet.

4. Methodology (lectures / discussion / class projects / audio visual / blogs, etc.).

Part I: Introduction
Initially, this module will be introduced with the class viewing My Name is Khan (2010), a film about a Muslim American who has Asperger’s Syndrome in post 911 California.

1) A class discussion of specific portions of the film will follow guiding students to understand cultural contexts, significant ideas/themes, as well as aspects of the diverse human experience that this film portrays.

2) Students will then be placed into groups to investigate identified key areas for research. Each group will research different areas (memes, themes)

3) Each group will present findings to the class and turn in an annotated bibliography using MLA format.

Part II: Research
Students will then be guided to select from the list of cultures/countries for individual research on that area’s culture: (Africa, East Asia, Europe and the European Union, Middle East and Muslim Civilizations.)

1) After cultural area selection, students will research, guiding them to identify key areas of interest for further research.

2) Students will prepare a well documented research essay investigating key areas pertinent to their chosen cultural area.

Part III: Publication/Presentation
1) Student essays will be published within our Moodle course for all course participants to read. The DCCC International Committee will select between 5-10 excellent essays to be published on the DCCC International page.

2) Students will also present the information to other students during International Week (Second week of November). Students may use various methods of presentation, such as, created WebPages (WIX), Google Docs, PowerPoint’s, Tri-fold board displays, or pamphlets, etc., accompanied by each student writer’s comments during presentation. The DCCC Conference Center will showcase these student presentations Monday, Tuesday and Wednesday of International Week in November (Fall Semester) and during the last week of April during Spring Semester, culminating in the class attending the Davidson County Cultural Festival.

5. Evaluation - What percentage of the final course grade will come from this module?
The documented research paper will count 10% of the overall course grade.
The student presentation will count 10% of the overall course grade.
A specific rubric will be used for each part of the project (Part I, II, and III).

6. Resources – The UNC library specialists and DCCC reference librarian will provide specific books and websites for use with this project. Also, as student’s research, more resources will be added to the database.