



UNC  
WORLD VIEW

## NC SCHOLAR OF GLOBAL DISTINCTION 2024

**Instructor: Emily Moore**

**Department: Communication and Theatre**

**Community College: Wake Technical Community College**

### **Description of Course:**

#### **COM 120, Interpersonal Communication**

This course introduces the practices and principles of 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 interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

**Number of students enrolled in course:** 22 in my COM 120 section, currently 1649 students in all COM 120 sections at WTCC as of 9/12

### **Description of Module:**

This intercultural communication module is designed to help students meet course outcomes in COM 120 while also increasing their global awareness. Each student will choose from a list of countries in Europe and will complete four activities designed to help them learn more about intercultural and interpersonal communication within a globalized context. Students will complete a resource review as they begin the module to help them learn more about the culture of the country they have selected. They will use this knowledge to identify several cultural differences between the United States and their



selected countries. Next, students will complete an individual project designed to help them extend and apply their knowledge of three core interpersonal communication concepts previously introduced in the course within the cultural context of their selected country. After completing the individual project, the students will be assigned to a small group. Participation in the group will require students to further practice and develop the interpersonal and intercultural communication skills they have learned in the course. Each group will create and share a digital artifact (video, podcast, virtual bulletin board, infographic, etc.) designed to enhance awareness of this region. Finally, students will analyze a current or past conflict faced by individuals within their selected country and will reflect on how what they have learned about interpersonal conflict during the course might be applied in a different cultural setting.

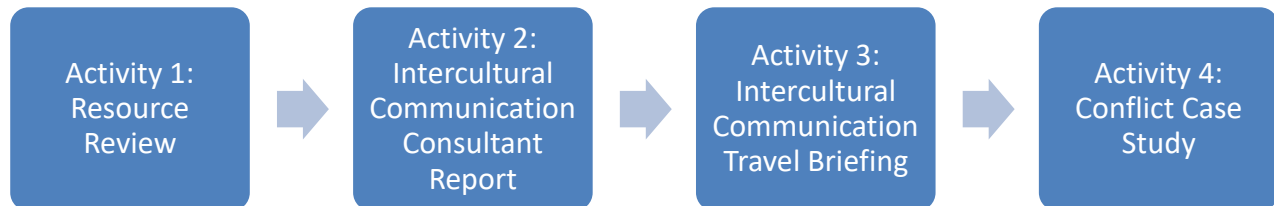
Note: This world region was selected because most of Wake Tech's current study and travel abroad opportunities involve travel to this region. The list of countries that students will choose from will be based on upcoming study and travel abroad trips, which will hopefully help promote these opportunities as well. This module could easily be expanded to additional world regions.

### **Student Global Learning Outcomes:**

1. Review at least four intercultural communication resources and cite at least two examples of cultural differences between the United States and a specific country within Europe and the European Union.
2. Identify at least three ways to practice effective interpersonal communication behaviors in a specific country within Europe and the European Union.
3. Create a digital artifact that demonstrates effective interpersonal communication behaviors as applied to a specific country within Europe and the European Union.
4. Analyze a current or past conflict faced by individuals in a specific country within Europe and the European Union and explain how this conflict meets Wilmot and Hocker's definition of conflict (2014).



## Student Global Learning Activities:



For an overview of the module with related resources, please view the [COM 120 Interpersonal Communication Globalized Course Module Padlet](https://padlet.com/WakeTechCandT/com-120-interpersonal-communication-globalized-course-module-qnnz810qh9ovzffe).

Plain text url: <https://padlet.com/WakeTechCandT/com-120-interpersonal-communication-globalized-course-module-qnnz810qh9ovzffe>

### Global Learning Activity 1

#### Resource Review

##### Objective:

Students will review at least four intercultural communication resources and will use what they have learned in the course about cultural dimensions to cite at least two examples of cultural differences between the United States and a specific country within Europe and the European Union.

##### Procedure:

Students will select one country from a list of European countries that are current study or travel abroad options for students at the college. Students will use the COM 120 Global Module Resources Padlet and Wake Tech library resources to learn more about their selected country and its most prominent cultural values and norms. As part of this assignment, students will have the opportunity to interact with an embedded librarian through Wake Tech's library. After reviewing at least four of the provided resources, students will complete a Resource Review template to document what they learned, including at least two cultural differences between their selected country and the United States.

[COM 120 Global Module Resources Padlet](https://padlet.com/WakeTechCandT/com-120-global-module-resources-3q6bpon94cblmk5r) (created with assistance from the UNC World View program):

Plain text url: <https://padlet.com/WakeTechCandT/com-120-global-module-resources-3q6bpon94cblmk5r>



### Follow-Up and Assessment:

Each Global Module Resource Review will be assessed using the criteria noted below.

- *Study Abroad Cultural Orientation Samples Resource Review (0-25 points):* Review at least one of the resources included in the Study Abroad Cultural Orientation Samples section of the Padlet. Provide an MLA citation of the resource you reviewed. Use a citation builder if needed. Identify at least one thing you learned from reviewing the resource.
- *Resource from Selected Country Review #1 (0-25 points):* Review one of the resources included in your selected country's section of the Padlet. Provide an MLA citation of the resource. Use a citation builder if needed. Using the information included in this resource, identify at least one cultural difference between your selected country and the United States.
- *Resource from Selected Country Review #2 (0-25 points):* Review a second resource included in your selected country's section of the Padlet. Provide an MLA citation of the resource. Use a citation builder if needed. Using the information included in this resource, identify at least one cultural difference between your selected country and the United States.
- *General Resources Review (0-25 points):* Review at least one of the resources included in the General Resources section of the Padlet. Provide an MLA citation of the resource you reviewed. Use a citation builder if needed. Identify at least one thing you learned from reviewing the resource.

### Global Learning Activity 2:

#### Biology of Skin Color video (19 min)

- Objectives
  - Explain the cellular and molecular mechanisms that determine the color of human skin as an adaptation to the intensity of UV radiation in different parts of the world.
  - Explain skin color in indigenous populations of North Africa and the Middle East, and how and why skin colors evolved after some early humans migrated away from this region.
- Procedures
  - After reviewing the recorded lecture regarding the Anatomical Structures of the Integumentary System, students will watch the short video, the Biology of Skin Color from the HHMI BioInteractive website during the lab.



- Students will take notes to use for the Homework Assignment
- Assessment
  - The video has embedded questions with pause points where the class will discuss and deepen their understanding of the concepts presented.
- Follow Up
  - The concepts from this video will be applied to subsequent activities.

### Global Learning Activity 3

#### Biology of Skin Color Student Worksheet/Blackboard Homework Assignment

- Objectives
  - Describe and explain why evolutionary selection pressure depends on environment.
  - Discuss why evolution may involve trade-offs.
  - Describe why human populations living for many generations in different parts of the world have different variations in certain traits.
- Procedures
  - After working through the lab, students will apply what they learned in this individual homework assignment.
  - The worksheet will be converted into a Blackboard Assignment that challenges students to apply what they learned in the video, uses critical thinking, and support their responses with evidence from the video.
- Assessment
  - The assessment will measure understanding of the content, application of the content, as well as graph and chart reading scientific skills.
- Follow Up
  - After the homework assignment is graded, students will work on the case study assignment.

### Global Learning Activity 4

#### Case Study Assignment

- Objectives
  - Students will be able to compare disorders of the Integumentary System by structure and function.
  - Students will relate the disorders to evolution of Integumentary physiology, comparing indigenous people of Northern Africa and the Middle East to populations in other regions.
- Procedures



- After watching the recorded lectures for the physiological topics of pigmentation, temperature regulation, vitamin D synthesis, students will work through case studies of common disorders of the Integumentary System to apply what they have learned.
- Students will use critical thinking to draw conclusions about what they have learned about the anatomical structures and how they relate to the physiological functions of the Integumentary System as they apply to disorders that affect skin
- Assessment
  - Students will complete the Case Study Assignment independently as preparation for the Unit Exam that covers the anatomy and physiology of the Integumentary System.
- Follow Up
  - We will build on the concepts of evolution of Integumentary structures as we move through remaining body systems.

## Resources

- Ashraf, M. A., & Sarfraz, M. (2016). Biology and evolution of life science. *Saudi journal of biological sciences*, 23(1), S1–S5. <https://doi.org/10.1016/j.sjbs.2015.11.012>
- Chaplin G. (2004). Geographic distribution of environmental factors influencing human skin coloration. *American journal of physical anthropology*, 125(3), 292–302. <https://doi.org/10.1002/ajpa.10263>
- Chaplin G. (2007) Skin Color Map of Indigenous People. *American Journal of Physical Anthropology* 125: 292-302. <https://www.grida.no/resources/7125>
- HHMI BioInteractive. (2020). *The Biology of Skin Color* [Video]. [www.Biointeractive.org](http://www.Biointeractive.org). <https://www.biointeractive.org/classroom-resources/biology-skin-color>
- Hammouda, A. Outreach Manager, Center for Middle East & Islamic Studies. University of North Carolina at Chapel Hill (November 13, 2023) Personal communication (Zoom).
- INTERSUN Global UV Project (2004). Global Solar UV Index [https://live.staticflickr.com/593/32357653495\\_a6e394ae64\\_b.jpg](https://live.staticflickr.com/593/32357653495_a6e394ae64_b.jpg)
- Jablonski, Nina G. (2012). *Living Color: The Biological and Social Meaning of Skin Color*. University of California Press.
- Pagani, L, et al. (2016) Genomic analyses inform on migration events during the peopling of Eurasia. *Nature* 538, 238–242 (2016). <https://doi.org/10.1038/nature19792>
- Tierney, J., deMenocal, P., Zander, P (2017). A climatic context for the out-of-Africa migration. *Geology* (11): 1023-1026. <https://doi.org/10.1130/G39457.1>
- Weather Underground (October 23, 2023) Current Global Temperatures. <https://www.wunderground.com/maps/temperature/global-current>
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- HHMI BioInteractive. (2020). *The Biology of Skin Color* [Video]. [www.biointeractive.org](http://www.biointeractive.org).  
<https://www.biointeractive.org/classroom-resources/biology-skin-color>
- INTERSUN Global UV Project (2004). Global Solar UV Index  
[https://live.staticflickr.com/593/32357653495\\_a6e394ae64\\_b.jpg](https://live.staticflickr.com/593/32357653495_a6e394ae64_b.jpg)
- Jablonski, Nina G. (2012). *Living Color: The Biological and Social Meaning of Skin Color*. University of California Press.
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