Professor Guide

Global Culture II

LSHI1902

Professional

Index

Course general information

- Level: Professional
- Academic plan: 2018
- Specifications
    - Banner: LSHI1902
    - Modality: In-classroom
    - Teaching technique: Languages.

Competency

To acquire global perspective and abilities that will contribute to the development of the communicative competence in English language.

Methodology

Our English as a second language courses correspond to the University distinctive elements: **Happiness, Tailored learning experience and Experiential learning.**

The content is available in the technological platform assuring the same standard quality, regardless of the place or campus in which the subject is being studied. The activities in each course are designed with the purpose of assuring the development of competences in our students by setting achievable learning outcomes.

Approaches

- **Four-skill development approach**: In order to provide a well-balanced development of the 4 language skills (listening, speaking, reading and writing), this course includes per topic: team activities, individual activities, homework, and self-activities.
- **Communicative approach**: Students use diverse communication strategies and real life English to build language and to produce meaningful communication. The role of the teacher will be a facilitator of learning and one of the main tasks is to provide the student with positive feedback. Some of these tasks are student-centered and it is expected to have active listeners as well as the use of authentic materials to apply knowledge.
- **Structural approach to cooperative learning**: The activities are designed to positively engage students to the class. In order to meet the requirements of these activities, student interaction and participation are vital in every activity. In this way, communication and collaborative learning are promoted.

Evaluation

This course is composed by activities in the classroom and a final project.

Units	Points each	Total
Activities 1 - 6	5 points	30 points
Activities 7 - 11	6 points	30 points
Final project		40 points

Bibliography

This course contains the contents and open resources to learn the necessary concepts.

Course content

The following section describes briefly the content for each topic

- Topic 1

This topics talks about the experience of a student who is from a different culture. It is important to start a conversation to let students brainstorm ideas and experiences they have had with people from other places. Here are some suggested questions: what did you think when you first saw that person? How do you think the person feels when exposed to an unfamiliar context? Encounters with foreign people can be exciting but also enriching for future experiences. Review with students what would be the benefits of meeting new people.

For the second part of the topic, in relation to character strengths, make sure that students know theirs or ask them to take the VIA test. As part of Tecmilenio, it is important that you transmit the language and values that are promoted in our ecosystem.

- Topic 2

For the starting part of this topic, check with students some phrases and sentences that are used to refer that a person is not native from the place. Then we discuss the cultural adjustment curve, which is the process of adaptation to a new culture. Compare this process to changing schools so that students can relate to a real-life situation. The last part of the topic is intended to raise awareness of how a person can represent their culture, whether it is implicitly (character, habits) or explicitly (way or dressing, food) provide examples.

- Topic 3

This topic talks about the value of empathy. First, make sure that your group understand the definition and its relation or difference to other concepts, such as kindness or respect. Provide examples of organizations or projects that are based on feeling empathy towards others. The topics is specific about different types of empathy and the characteristics of a person. Discuss the professions that could be suitable for an empathetic person.

- Topic 4

In relation to empathy, this topic talks about prejudice. Discuss with students if the word has a positive or negative connotation, what would be a way to express it in a positive form? Be open and honest when talking about this concept, often we tend to make prejudices over many things, not only the cultural aspect. Discuss how prejudice and generalizations can be confused but mean different things.

- Topic 5

We have reviewed topics related to cultural aspects and definitions The following topics are focused on sociolinguistics and the communication aspect of culture. Here is a quick guide on sociolinguistics for the professor https://floatingindreams.com/2013/03/19/sociolinguistics-101/ this way, it can be easier to explain to students who may be unfamiliar to this topic.

- Topic 6

This topic continues with the history of the English language, revising some important and historical facts. Make sure you and your students click on all the links and resources to learn more about this wide topic.

- Topic 7

For this topic, we review how language changes history and humans. It is important to brainstorm ideas related to the development of foreign languages. Identify subtleties such as the characteristics of a person who is talented in learning languages, are they introverted or extroverted? Do they like to travel?

Discuss how students' experiences have changed since studying or being in contact with another language. For example, do they prefer movies in their original language? Are they able to watch TV in English with no subtitles? Can they identify sarcasm or jokes in English the same way they can in their native language? This is what we refer to when we say "languages changes your brain."

- **Topic 8**
Given the opportunity, a person can learn a language in the real environment with native people. Discuss: how this experience differs from learning in the classroom? What are the advantages and disadvantages of each methodology?. The following subtopic suggest other forms in which we can learn languages and vocabulary that may be unusual or allow you to learn implicitly. Discuss other forms that you or the group may use, as wll as the advantages and disadvantages of each.

- **Topic 9**
The following topics relate to the habit of reading and literature. Nowadays, some students may not be completely familiar to reading, what is the reason? Discuss with students how technology can make people closer or apart to literature. Discuss the abilities that can be developed through reading, both for language and brain development, is it possible to learn how to read certain kind of texts or in another language?

- **Topic 10**
This topic provides a quick review on literature genres. You may play with students to classify works into categories. For example "Harry Potter" is fiction or non-fiction? Is it a romantic novel?

- **Topic 11 and 12**
The last topics comprised a general overview of the most predominant genres of literature in the English language, as the American, English, and Contemporary. Provide further examples on how literature changes over time, do classics remain classics or they become obsolete?. Also, make sure to discuss the themes of current literature, such as politics.

Tutorials

To learn more about the use of Canvas, watch the following instructional videos:,

Students:

https://www.youtube.com/playlist?list=PLxtBF8TpS7EPE5pQHHV-8iAjyDNnqZSN0

Professors:

https://www.youtube.com/playlist?list=PLxtBF8TpS7EOUGaZ2vemmF8rUc47dPlGW

Tips

- **How can I report an error or suggestion for the course?**

Both students and professors can email atencioncursos@servicios.tecmilenio.mx. Make sure to include the campus, Id of the course, and details of the incident.

- **Who can provide information about the sessions or class frequency?**

The teacher's coordinator in your campus must provide you the information about class frequency and calendar.

- **Which are the weeks for the partial or final evaluation**

Check dates with the teacher's coordination who will provide you the calendar according to your program.

- **Is it necessary to upload the scores both in the platform and in Banner?**

Yes, as a professor it is mandatory to provide feedback and information about the scores. It is important to upload the evaluation in the platform so that students can be informed about their scores and receive feedback. Banner is the official registry for students' scores.

Professor's knowledge test

To test your knowledge about this course, answer the following questions and deliver your answers through this linkhttps://utmedu.sharepoint.com/sites/pa/Lists/Capacitaciones/Item/newifs.aspx

1. Indicate the evaluation for this course.

2. Indicate the competency of this course.

3. Indicate number of topics of this course and the main message that each is trying to transmit.