

### SECTION THREE: SUBMISSION FORM

Complete the areas that are gray. Submit this form, along with the course syllabus, to Lynda Nyce ([l-nyce@onu.edu](mailto:l-nyce@onu.edu)).

Subject:  
Course number:  
Number of semester credit hours: 3  
Section maximum enrollment: 18  
Faculty contact person:  
Pre-requisites: ENGL 1221 Writing Seminar

Intercultural knowledge and competence can be presented in courses that are focused on diverse cultures across the globe, US-based diversity and inclusion, and study abroad. Below, please indicate which criteria (at least three, up to five) your course will address. The first and second criteria are required.

Under each of the criterion you have chosen, describe how the criterion is addressed by at least one course assignment and how the criterion is addressed in your course learning objectives. Feel free to add lines for a second or third assignment under each of the criteria. You may use the same assignment for multiple criteria, but there must be at least two unique assignments described below. One of the assignments described below must be the substantive paper. Please be clear about the themes addressed in this paper and how it addresses the appropriate criterion.

#### **Required**

1.  X  **Cultural Self-Awareness.** At the top knowledge level, a student articulates insights into his/her own cultural rules, biases and identities (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, how various identities intersect, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) At a minimum, a student identifies his/her/their own cultural rules and biases (e.g. with a strong preference for those rules shared with their own cultural group and seeks the same in others.)

Course Learning Objective (from syllabus):

Assignment #1:

Weight of this assignment in the final course grade:

Brief description of assignment:

Brief description of how this assignment specifically targets this criterion:

2.  X  **Knowledge of cultural worldview frameworks.** At the top knowledge level, a student demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. At a minimum, a student demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Course Learning Objective (from syllabus):

Assignment #1:

Weight of this assignment in the final course grade:

Brief description of assignment:

Brief description of how this assignment specifically targets this criterion:

**Choose at least one more of the following:**

3.  **Empathy.** At the top level of skill, the student interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. At a minimum, identifies components of other cultural perspectives but responds in all situations with own worldview.

Course Learning Objective (from syllabus):

Assignment #1:

Weight of this assignment in the final course grade:

Brief description of assignment:

Brief description of how this assignment specifically targets this criterion:

4.  **Openness.** At the top level of skill, the student initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. At a minimum, expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

Course Learning Objective (from syllabus):

Assignment #1:

Weight of this assignment in the final course grade:

Brief description of assignment:

Brief description of how this assignment specifically targets this criterion:

5.  **Curiosity.** At the top level of skill, the student asks complex questions about other cultures and seeks out and articulates answers to these questions that reflect multiple cultural perspectives. At a minimum, the student states minimal interest in learning more about other cultures.

Course Learning Objective (from syllabus):

Assignment #1:

Weight of this assignment in the final course grade:

Brief description of assignment:

Brief description of how this assignment specifically targets this criterion:

Finally, provide a 200-300 word description of active learning strategies that will be adopted in the course. (Review section II for additional details).