



TSFL 1150

Department: TFSL

Course: TSFL 1150

Title: Community Outreach

Catalog Description:

International and American students will prepare oral presentations representing select aspects of a foreign culture of their choice. These cultural presentations will be performed to community organizations such as schools, churches, civic clubs and governmental groups in the surrounding area. This course may be repeated.

General Education Requirements: N/A

Semesters Offered: Fall, Spring, Summer, Fall 1, Fall 2, Spring 1, Spring 2

Credit/Time Requirement: Credit: 1; Lecture: 1; Lab: 300

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

Achieving understanding and appreciation of cultural diversity is vital in today's multicultural society. Education is the means to accomplishing this goal and must begin here and now. As a community college, it is our privilege and responsibility to utilize the rich cultural diversity enjoyed on campus to enrich the awareness of the people in our service area (Central Utah) and the college student body. This course is required for completion of the AAS in Teaching Second and Foreign Languages.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- gain a deeper appreciation for their own culture and the other cultures also represented in the class
- develop a greater sense of pride for their heritage through sharing it with the community
- will expose the community to the history, customs, and values of a wide variety of world cultures.
- This cultural exchange between students and community will enrich understanding between the two groups.

Content:

- This course is conducted by teachers from the ESL/TSFL Department. Consultation with outside experts from campus and the community is encouraged as students prepare their presentations. The first part of the class focuses on activities that will refine the students' general awareness of and tolerance for cultures foreign to their own. Students begin to share ideas on what culture they wish to present. Student choose in which group (culture) they wish to participate. Each cultural group decides which part of its culture they want to share with the community. The group researches, prepares and practices its presentation. The teacher serves as counselor, guiding the discussions and lending suggestions on how to prepare and deliver an interesting, informative and entertaining presentation. The teacher arranges several presentations to be given in the community during the semester. These community groups are most often schools, churches, civic groups, and governmental facilities (prison). Following each performance students discuss their reactions to the experience. Students make adjustments as they and the teacher deem necessary.

General Education Outcomes:

3) Speak effectively in a variety of contexts.

Each student in every group is expected to give part of the presentation. Since they are speaking to a public audience, they must communicate appropriately so they can be heard and understood.

Students must decide what is the most appropriate content from their culture to share with their particular audience/s. Also, in the process of learning about the culture they are going to present, students are able to discern the differences between the behaviors, policies and artifacts of other cultures and their own.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students will need to access the internet, view and use videos, or interview people in order to prepare and present their presentations.

- Students will research information about the culture they are presenting. They will need to read from sources such as the internet, encyclopedias and other reference sources.

Key Performance Indicators:

- Students are evaluated on their participation in attendance, preparation, and the performance of their presentation. Students are required to complete written evaluations of the class and their presentations.

Representative Text and/or Supplies:

N/A

Optimum Class Size: 20

Maximum Class Size: 30

Signatures:

I hereby submit this course syllabus:

Diane Ogden, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the TFSL Department:

, , , Chair

I hereby find this course consistent with the goals and resources of the Division:

Amber Epling, MSN, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)