

MANY VOICES, ONE COLLEGE

Montgomery College, Spring 2018
Global Humanities Fellowship Report

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My purpose for joining the fellowship



National Geographic Cengage <http://ngl.cengage.com/about/elt/>

Unlike some other disciplines, English Language for Academic Purposed textbooks and curricula already include the Humanities.

My required TESOL masters courses include Linguistics and Cross-Cultural communication.

TESOL texts, especially NGL Cengage include global perspectives and humanities topics.

Thus my reason was to share what we already do in ELAP and to take it up a notch in my class as well by examining another aspect of global.



The most obvious definition of *global* has to do with geography: involving the entire world.

This lovely globe is located on the Montgomery College Germantown campus.

ELAP classes are already *global* because of our students.



Because of their diversity, multiple perspectives and experiences are represented.

MC International Students Represent **165** Foreign Countries and Areas

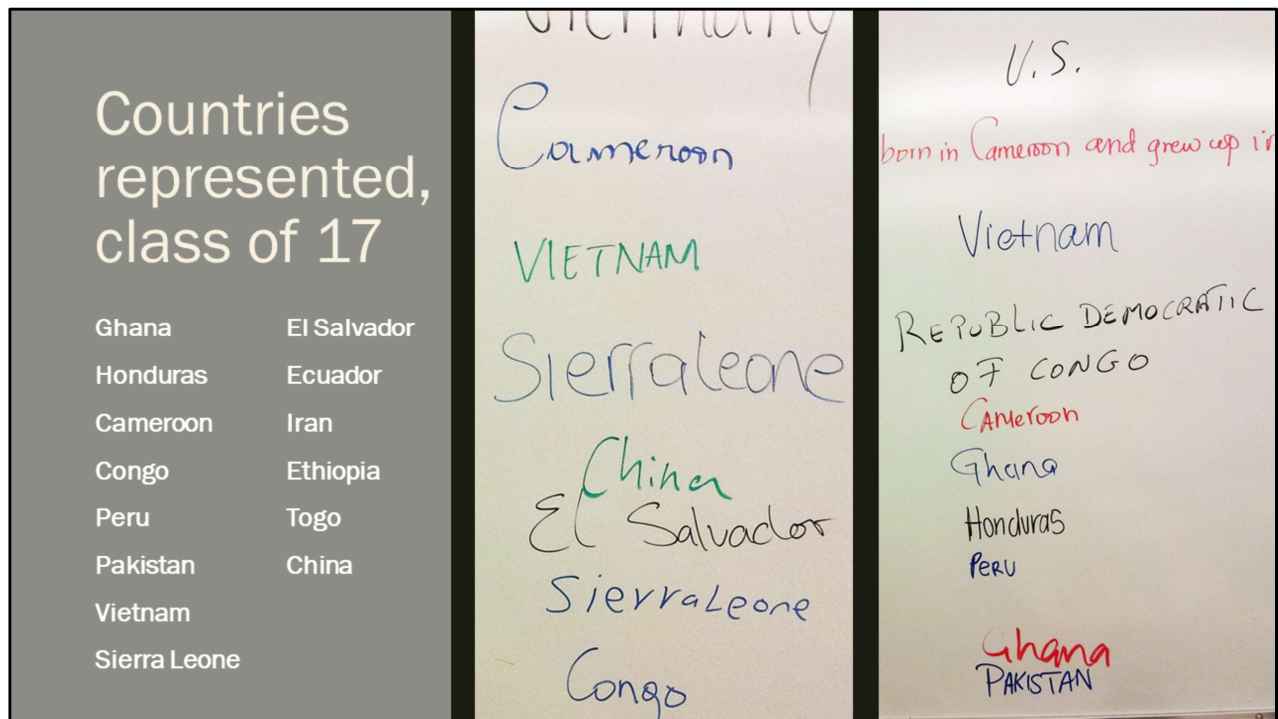


Germantown		
Country	'16	'17
	#	#
Cameroon	106	126
El Salvador	114	96
Peru	102	86
Ghana	73	75
Ethiopia	56	71
China	59	65
Iran	50	53
India	45	46
Philippines	43	45
S.Korea	50	43

Total College			
Country	'16	'17	Changes
	#	#	%
Ethiopia	529	536	1.3%
Cameroon	521	512	-1.7%
El Salvador	472	491	4.0%
China	254	266	4.7%
Peru	327	259	-20.8%
Ghana	191	186	-2.6%
Philippines	181	173	-4.4%
Vietnam	151	160	6.0%
Iran	156	146	-6.4%
Nigeria	139	130	-6.5%

* International Students are defined as students who are not US citizens. Permanent residents are included in this group.

These statistics are taken directly from the Montgomery College website. Here are the top 10 countries represented in our college.



At the beginning of each class semester I asked my students to write their names countries of origin and the languages they speak on the board. it is typical that in the class of 17 I would have students from 14 different countries. This is a snapshot of the students in my advanced writing class last year.

Languages spoken, class of 17

Urdu	Vietnamese
Lingala	Oshie
Twi	Spanish
French	Flemish
Cantonese	Punjabi
Tshiluba	Krio
Mandarin	Akan
Korean	Swahili

English, French
 speak Oshie, Pigeon, French a bit of Flemish

English, Vietnamese

FRENCH, ENGLISH, LINGALA, TSHILUBA,

French & English

Akan English Fr. French (second lang.)

Spanish, English.

Spanish, English a bit of Korean.

English, Ga, A little bit of Spanish

Vodu (Native lang. Punjabi) (English)

Each student then has a chance to point out features of their first languages that are interesting or different from English. They might point out that gender is reflected in the verb rather than a pronoun, or that gender is not a feature of their language at all. Perhaps they will illustrate how tone changes meaning in their language, or the different order of subject and verb. Thus on our first night we explore the humanities field of linguistics from a global perspective.

Sample assignments in my previous AELP classes

History: View pre-history to 1699 section of “A Nation of Immigrants” film, then describe any European colonization or invasion in your home country in a written report with references.

Language/linguistics: Compare grammar differences between English and your native language in a written analysis.

Religion/ethics: Read news articles on Burkini ban in France. Discuss the implications on privacy and religious practice. Compare the Burkini ban with clothing habits and restrictions in your culture. In writing, describe and support your opinion on the ban.

Economics: Watch selections from the Olympic games, read articles on bidding process for Olympic city selection. Discuss and write about the economic pros and cons of holding Olympic games in home country cities.

Global activities and assignments in which students represent the ideas and culture of their home countries

PROS

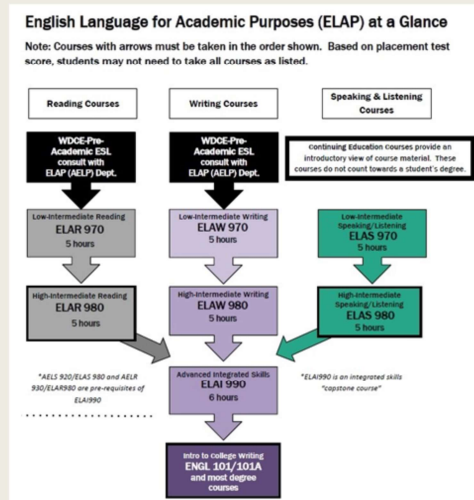
- Familiar
- Obvious
- Easy
- Instant variety

CONS

- Painful memories
- Lack of identification with birth country
- Preference to be considered American
- Repetition

Examples: DRC student did not wish to discuss home country because of trauma; El Salvador students had lack of identity, no understanding of reason they spoke Spanish.

The course I wanted to modify and why



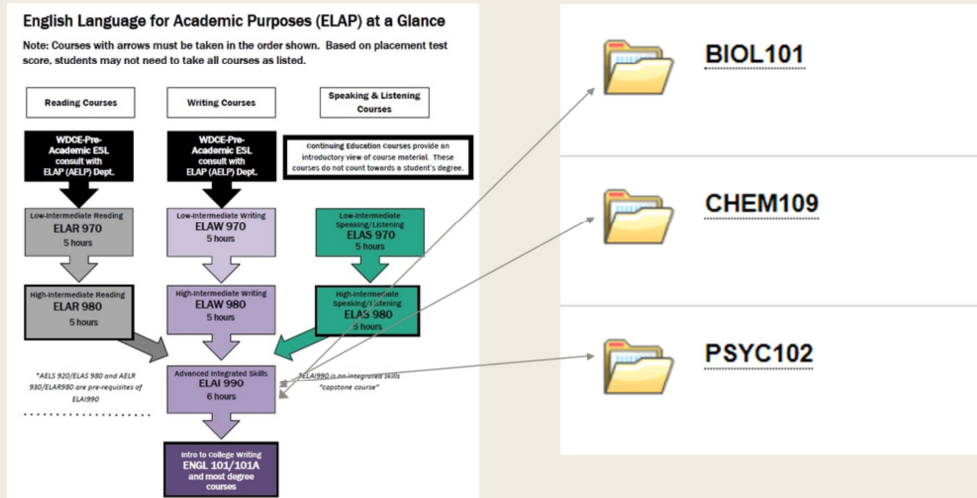
ELAI 990

- An advanced integrated skills course in Academic American English for non- native speakers of English. Emphasis on reading and aural comprehension of academic input and appropriate use of academic English in writing expository essays and short responses to readings and lectures.

Add why

No textbooks, must use video and listening, provide opportunities for presentations, discussions.

Simultaneous enrollment in disciplines



Students dually enrolled in content classes are given complex assignments that require research, synthesis and argument skills. Yet research and argument are not taught until Engl 102. Logical fallacies, a philosophy skill, is presented in Reading textbooks but not taught by the time they reach ELAI990.

Last semester ELAI990

[Philanthropy](#)



Click on Philanthropy for access to a Sway document shared with colleagues.

The Art and Activism of Ai Wei-Wei



Artist's Hand \$675

Take home a piece by one of today's most recognizable contemporary artists.

Sold Out

Free Shipping (within the U.S.)

Special Edition, limited quantity.
Exclusively on eBay.



Ai Wei Wei may be a dissident in China, but in the U.S., his call for freedom of speech is mainstream. I feel it is my responsibility to my students at the threshold of their college careers to introduce a diversity of opinions, not just travelogues from around the world.

By adding **Sabo** to the mix, a Unit on **Ai Weiwei** became a Unit on **Political Art**



Here is an example of how I adjusted my ELA990 course last semester to present a rounder view. One of the themes suggested by a colleague was a study of Ai Wei Wei, a Chinese anti-establishment artist. In becoming acquainted with his work I discovered that although he is banned and restricted in China, his thoughts and works are mainstream in the U.S. At the time of our class, for instance, there was an Ai Wei Wei exhibit at the Smithsonian Institution National Gallery of Art. Talking about Ai Wei Wei in the classroom was comfortable and not the least bit controversial. In order to raise the temperature of the topic, I searched and found a conservative street artist in Los Angeles named Sabo, who's art installations included Hillary Clinton as a flying monkey and a mock-up of Abortion Barbie (a Barbie in a box with a removable fetus as an accessory). We viewed several interviews with Sabo on network TV and read others in class.

The unit theme changed from the safe Ai Wei Wei to a unit on Political Art. None of my students really liked Sabo's in-your-face methods, but they admitted his value as a mirror to the liberals. One student summed it up: "If you are going to defend abortion as an acceptable choice, you shouldn't be afraid to face its reality."

New information/content for the course

Global also means "all-embracing," "inclusionary."

In order for a class topic to be truly *global*, it should embrace multiple perspectives and include both sides of a controversy.



Assignments included preparation of both sides of a controversial subject; all aspects of gun control was a popular choice.

Globalizing ELAI 990 — making it all-embracing and inclusionary



Fake News

Media Bias

Editorials

Opinions have value when they are supported

Why it is worth listening to people who disagree with you

How to have a political conversation

In response to the mandate of the *Many Voices, One College* NEH project, I used ELAI 990 as a vehicle to introduce a diversity of opinions, not just travelogues from around the world. In two consecutive ELAI 990 units, students learned to recognize **Fake News**, to be aware of **Media Bias** and to write an **Editorial** on a hot topic of their choice.

FROM FAKE NEWS TO SUPPORTED OPINION: Toward a More Responsible Consumer of and Sharer of Information

ELAI 990 #34322 Spring 2018, Units 2 and 3
Diane Dunlap, M.A. TESOL, Montgomery College, Germantown

Excerpts from the completed Project Report are included on subsequent slides.



First stop: Montgomery College Library at Germantown. An entire class period was spent at the library in a workshop with Chris Verdak, librarian, followed by practice time.

Assignments

Compare several online stories to determine which one is fake news. ¶

Write a process essay to describe the steps taken to recognize a fake news site. ¶

Compare several charts of media bias ranks and choose the one that is most reliable. Post results to Discussion Board. ¶

Read winning editorials from 2017 NYT student editorial contest, evaluating them based on the contest rubric. Identify counter-arguments in same editorials. ¶

Select a hot topic, research, and write a one-page summary of both sides. ¶

Some of the assignments in ELAI990 Spring 2018, Fake News and Media Bias Units

Do you think you live in a “filter bubble” with regard to news?

Do you think reading only articles that you agree with may hinder your ability to know the truth?

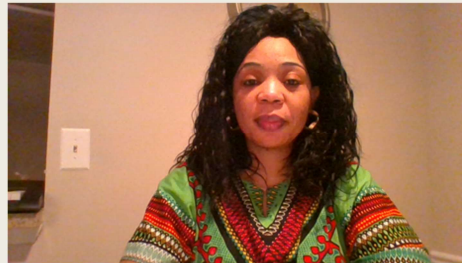
Has the study of fake news and media bias in ELAI 990 changed your mind or your habits?

These are some of the questions students were asked to respond to in a Selfie Video. Some of the examples are included on the following page.

Sadia Asfaq, Pakistan

Nelly Salumba, Democratic
Republic of Congo

02:16



(Videos not available due to privacy reasons.)

These students answered the questions:

Do you think you live in a “filter bubble” with regard to news?

Do you think reading only articles that you agree with may hinder your ability to know the truth?

Has the study of fake news and media bias in ELAI 990 changed your mind or your habits?

New global learning outcomes to coincide with standard course outcomes

- Exhibit knowledge of current global issues, processes, trends, and systems.
- Compare and contrast academic perspectives on global issues, processes, trends, and systems.
- Interpret interconnections among global issues, processes, trends, and systems.
- Explain one's culture in global and comparative context, recognizing that this culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- Demonstrate self-knowledge about global circumstances.

<http://d.umn.edu/umd-internationalization-initiative/process-timeline/student-learning-outcomes>

Selected global learning outcomes for this course.

Global Competencies

from Global Education Checklist, The American Forum for Global Education www.globaled.org

a. Students will “have the skills needed to investigate and research a topic or issue, solve problems, analyze issues, interpret information, make a case for a point of view through reasoned persuasion” ¶

b. Students will “know how to look for information about an issue... know how to develop criteria for discriminating, evaluating, selecting and responding to useful and relevant data... know how to process the information that they have found... know how to present their information to others...” ¶

c. Students will “have the ability to suspend judgment when confronted with new information about an issue when that information is in conflict with their own understandings and values” ¶

Global Competencies that were addressed in this course.

International Student Learning Outcomes

From AACU Global Learning Value Rubric, milestone 2

Perspective Taking: Identify and explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. ¶

Personal and Social Responsibility: Explain the ethical, social, and environmental consequences of local and national decisions on global systems. ¶

There are 4 milestones in the AACU Global Learning Value Rubrics. For ELA1990, the goal was to move from milestone 1 to milestone 2 in these areas.

How the fellowship has helped me infuse global humanities into my non-humanities course.



I quelled my first instinct to add a Literature unit with the work of an African author, as it did not seem to fit. I realized that I was already incorporating many other fields in Humanities and it would have been artificial.

The fellowship made me reflect on what I was already doing and made me take it up a notch by re-examining the definition of global. It refreshed my awareness of humanities areas beyond literature.