

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Submission Information

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College/School

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The College of Liberal Arts and Sciences (CLA)

Department/School

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School of International Letters and Cultures (CLANLIT)

Submission Type

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New Request

Requested Effective Date

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Spring 2025

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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SLC

Course Number

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212

Units/Credit Hours

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3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Language and Culture Clash

Course Catalog Description

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Not limited to language majors and does not require any previous knowledge of a foreign language or culture. Students complete course projects using the material of their cultures of interest (the language they are taking interest in, including English). Focuses on the following topics in linguistics and cross-cultural communication: cultural norms, cultural conceptualizations, cultural scripts (as linguistic concepts), equivalence, communication failures. Emphasizes hands-on analysis and familiarizes participants with the basic concepts in the fields of cross-cultural linguistics and cross-cultural psychology.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): ENG 101, 105, or 107 with C or better; Credit is allowed for only SLC 212 or SLC 294 (Language & Culture Clash/Communctn & Miscommunication) OR Visiting University Student

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

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No

## General Studies Gold Designation Request

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Requested Designation

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Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[SLC212Gold.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

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In the four projects required in this course, the students are asked to base their research in social science approaches. Project 1 is based on social psychology, most notably identity theory and in-group dynamics. Project 2 uses a linguistic approach of communicative bilingual lexicography.

Project 3 draws upon cultural linguistics, and more broadly theories explaining the nexus of language and culture. Project 4 is rooted in the theories of intercultural communication. In all discussions students are using various approaches in intercultural psychology, anthropology and linguistics to support their claims. Their familiarity with these approaches is also assessed in the three quizzes. [All assignments are described in the subsection Assignments Described of the section 6 of the syllabus.](#)

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

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In every assignment, students are asked to consider limitations of each approach and gray areas of unpredictability. This requirement is expressly stated in the formulation of each of the project, where there is a prompt about either limitations or about areas of random events. For example, in Project 2, the students are asked to evaluate the work of lexicographers, assessing the limitations of their work: „Does the dictionary you are using address these differences properly, or would you explain the difference in a more sophisticated manner? Is something like that possible?“. In Project 3, while discussing different forms of cultural conceptualizations they are to do this, among other things: „What are the limitations of explaining these differences?“. This is also true for the discussions. Most notably, Discussion 1 and Discussion 3 ask to confront the claims of the authors with one’s own arguments. In terms of the predictive strengths and exploration of human behavior, it is included in each single assignment. For example, in Project 4 they are asked to gather data on cross-cultural miscommunication and explain it answering these questions: “What has caused this instance of miscommunication? How much of that is personal and how much cultural? What could have been done differently? What can that person do to avoid such problems in the future? What can his or her American environment do to avoid these conflicts?” In Discussion 2, they are asked to analyze English words misused in the EU and then explain this use of language: “Please browse through this list, select one example and explain why the word is used the way it is. What are cross-linguistic and/or cross-cultural differences behind such use? What are potential communication problems related to this use?”. [All assignments are described in the subsection Assignments Described of the section 6 of the syllabus.](#)

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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Written reporting about the topics listed in the previous two rubrics is required in assignments except for three quizzes. The four projects require a longer narrative in which students need to discuss their research, including the methodology used in their research, and the datasets on which they base their narrative. For example, in the project they need first to do their research in the fields of cross-cultural anthropology and linguistics, and then they have to: “In a two-page paper (double spaced, 12 pt. Times Roman) discuss these examples.” In each of the four projects they are also asked to: “Make sure to make references to the literature we covered in this instructional block when discussing the examples.” In all three discussions, they are also required to base their discussion entries on evidence from their readings. For example, in Discussion 1, they are given quotes from their readings and asked to interpret them. In Discussion 2, they need to explain social events using, among other things, references from their reading list. In Discussion 3, they explain the examples of cross-cultural miscommunication using qualitative and quantitative data from their readings. All assignments thus require them to provide coherent arguments using evidence drawn from various sources. [All assignments are described in the subsection Assignments Described of the section 6 of the syllabus.](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Danko Sipka - March 14, 2024 at 4:15 PM (America/Phoenix)

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## Department Approval

Approved

Mike Tueller - March 20, 2024 at 2:57 PM (America/Phoenix)

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## GSC Coordinator Review

Sent Back

Kaitlyn Dorson - March 21, 2024 at 12:29 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEnNu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEnNu34Z35S8CrAEVk/)

April Randall

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## Form Submission - Proposer

Submitted for Approval | Proposer

Danko Sipka - March 22, 2024 at 1:55 PM (America/Phoenix)

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## Department Approval

Approved

Mike Tueller - March 26, 2024 at 5:47 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Kaitlyn Dorson - March 27, 2024 at 11:43 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - March 27, 2024 at 4:25 PM (America/Phoenix)

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## Pre-GSC Meeting

Approved

Kaitlyn Dorson - March 29, 2024 at 11:58 AM (America/Phoenix)

April Randall

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## Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledge Cancelled

Jen Eden

Brandon Yoo

Emily Mertz

Michael Mokwa - April 23, 2024 at 3:16 PM (America/Phoenix)

Revision necessary: Need to clearly specify the assignments for criteria 2 and 3.

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## General Studies Council Meeting

Sent Back

Kaitlyn Dorson

April Randall - April 29, 2024 at 2:59 PM (America/Phoenix)

Your request was not approved. The SOBE subcommittee invites you to revise and resubmit this request. They provided the following rationale: "Revision necessary: Need to clearly specify the assignments for criteria 2 and 3." If you have questions regarding this rationale, please reach out to Tamiko Azuma (tazuma@asu.edu).

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## Form Submission - Proposer

Submitted for Approval | Proposer

Danko Sipka - April 29, 2024 at 4:31 PM (America/Phoenix)

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## Department Approval

Approved

Mike Tueller - May 2, 2024 at 2:55 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Kaitlyn Dorson

April Randall - May 8, 2024 at 5:40 PM (America/Phoenix)

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - May 9, 2024 at 1:21 PM (America/Phoenix)

Confirmed all required elements included. Note: Course-specific learning outcomes are not included in the form (it's an earlier version) but they are included in the attached syllabus.

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## Pre-GSC Meeting

Approved

Kaitlyn Dorson

April Randall - August 12, 2024 at 1:40 PM (America/Phoenix)

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## Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - August 30, 2024 at 9:50 AM (America/Phoenix)

Thank you for your submission. The SOBE subcommittee recommends revise and resubmit based on the following observations. For LO1 the Quali form does not discuss a specific assessment but rather provides general information and directs the reviewer to view the syllabus for more details about the assignment components. Please provide enough detail in the Quali form to show how a specific assignment measures the learning outcome.

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## General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Danko Sipka

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## College Notification

Notification

Amanda Smith

Jenny Smith

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## ATCS ASU Course Notification

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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