**VE Course Schedule (7:30-9:30 COT // 8:40-10:20 EST)**

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| **Module** | **Date** | **Topic** | **Teacher Video Content** | **Pre-Meeting Work** | **Synchronous** | **Post-Lecture Work** |
| **1** | **Sept 27- Oct 1** | Welcome Class Info &Personal intros | Class info & Canvas b/g if neededWelcome from professors - what is VE? <https://www.youtube.com/watch?v=KxunF4cZPdw>  | *Discussion Board*1. Introduce yourself (where from, hobbies/interests, an interesting fact)2. Show a cultural artifact and explain it? Why is it important?*Read* Class Info & Watch Welcome Video | *Full Group*-Welcome and VE layout (Canvas help linked)Talk with group partner (give language scaffolds: Who are you? Why here? Hopes? Worries? *Set group expectations*) | *Submit reflection*: What do you find interesting about partners? What do you expect: from VE and your partner? |
| **2** | **Oct 4-8** | Cultural Identity:Deeper into culture differences | -Vocabulary and language forms intro-Cultural diversity & multiculturalism | *Playposit:* What is cultural identity? VideoShort reading & response | *Small Groups*Discuss the parts of cultural ID that matter most to you and whyCompare and contrast (Take notes to use in Padlet) | *Padlet*“What is my Cultural Identity?” reflection(Provide ours as examples) |
|  | **Oct. 11-15** | **UNINORTE BREAK** |
| **3** | **Oct 18-22** | Carnivals & Celebrations | Vocabulary and language forms intro-Uploading pictures in canvas | Post a picture of  a carnival or celebration tradition you are familiar with (no explanation)Group partner describes what the picture represents | Small groups. Students share what the picture represents (celebration, what people do, history, how it represents their culture) | Padlet/ canvasReflection ( How did my ideas about my partner’s culture change?) |
| **4** | **Oct 25-29** | Why people protest & what it means | Model discussion on controversial topicsintroduce language | students do a comparison based on research | Group discussion:Why/how do people in my country protest? What do these protests imply? | Lead a discussionreflection on how they would react if they had to participate in a protest in their partner’s country. |
| **5****6** | **Nov 1-5****Nov 8-12** | Project: Culture & Communication Website | Videos about how to work in Google SitesPost on discussion board Reflection writing from each group member (what ideas have changed from this experience, what have you learned, what will learn more about) | Students create a web page about their VE cultures. Include for each:* Basic description of each (location, food, music, history)
* similarities/diff
* Beliefs & traditions
* Stereotypes vs. Fact
* Summary of Learning as a group
 | Students read what their partner has written about him and his culture. They discuss and correct any misconceptions. | Reflection included on page |
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| **7** | **Nov 15-19**Students take the post-survey? | VE experience evaluation & Final reflections | Evaluation activitiesReflection questionsFinal Survey | Students prepare their answers to the  reflection questions | Present the websites | Padlet:Students write a personal reflection: What would I have done differently in this VE experience? |  |