

 **College of Liberal Arts and Sciences**
**Department Global Studies, Sociology, and TESOL**

**Master of Arts in Transformational Urban Leadership (MATUL) Program**

**TUL505A Language and Culture Learning I (Online) (3 units)**

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Contributing Course Writers: Dr. Richard Slimbach, Dr. Rie Manabe-Kim, and Dr. Viv Grigg

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Last Rev. 8/13

**APU Mission Statement**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**The aim**of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among the urban poor, with wisdom, knowledge, character and skill across the full range of leadership dynamics of urban poor movements.

**The mission** of the MA in Transformational Urban Leadership is to prepare men and women of wisdom who can give leadership to movements of the gospel of the Kingdom among the world’s billion urban poor.

**Course Description**

The objective of this course is to equip language learners with the appropriate knowledge, dispositions, and skills for independent and ongoing self-directed language and culture learning within urban poor communities.

**Expanded Course Description**

Learning the language and culture is critical to an effective internship and engagement in the urban poor ministry. However many language and culture learners get discouraged along the way due to the stress and difficulties. This class will assist one to:

* Have an intimate relationship with God and sustain a healthy marriage partnership or singleness in the midst of stresses of adapting to the new language and culture, and helping one to apply spiritual disciplines learned in Urban Spirituality course.
* Learn basic skills so that one will be confident in ongoing language and culture learning, whether one will be going to a language school or working individually or in small groups with a language tutor.
* Engage in community and ministry while one learns the language and culture—being actively involved in building meaningful relationships with people in the community and in developing faith-based small groups.

**Global Learning Outcomes**

By the end of both TUL505A and TUL505B students will be expected to:

1. **Cognitive: Head**
* Understand the Biblical and theoretical frameworks for becoming an effective language and culture learner.
1. **Affective: Heart**
* Have developed a higher level of commitment to learning language and culture while maintaining a healthy relationship with God and the community.
1. **Skill: Do**
* Have learned the essential skills of language and culture learning in the context of community and ministry engagement.
* Have increased the ability of communicating to an intermediate-low or higher level in the target language.

**Course-Specific Learning Outcomes**

By the end of TUL505A students will be expected to:

1. **Cognitive: Head**
	1. Have an understanding of the Biblical themes relevant to language and culture learning
	2. Have an understanding of the concepts of Brewsters’ bonding theory and how to establish a sense of belonging
	3. Have an understanding of different language and culture learning methodology and techniques
	4. Have an understanding of the importance of self-care and healthy cultural adaptation
2. **Affective: Heart**
	1. Have identified personal learning styles, areas of one’s strengths and weaknesses in effective language learning
	2. Have sincere interest in others and sustained motivation to participate in various community activities, and to build relationships with faith community
	3. Be willing to change living situations to be able to learn effectively
3. **Skill: Do**
	1. Have applied the principles of self-care and cultural adaptation
	2. Have learned the skills of evaluating one’s language and culture learning approach and able to improve problem areas
	3. Can ask and answer simple questions on familiar topics, and handle a simple situation or transaction in the target language (“Novice-Mid” to “Novice-High” level).
	4. Increased the abilityable to communicate faith and help lead discussion groups in the target language
	5. Have developed a route in the community and made meaningful relationships in the community

**Faculty Information**

* Rie Manabe-Kim, Adjunct Faculty of Language and Culture Learning, Department Global Studies, Sociology, and TESOL
* Contact information: rmanabekim@apu.edu, skype ID: mariepasadena
* Technical Support: Call 1-815-5050 or email Support@apu.edu

**Hours per Week**

Language learning to the level of reasonably fluent conversation is essential for success in other aspects of this degree. By the end of the degree this should increase to a high level of fluency. While most Masters degrees require a research language they usually do not credit hours for this. APU is accrediting 6 units (approx. 320 hours of 900 hours) of language learning over 7 months. This is much less than the total hours. The APU courses give you the core structure to then develop the full breadth of learning with your local language school or tutor/language helper. (See the MATUL Language Learning Policy document for more detail).

This is not a standard didactic course but is dependent on learning form local experts within the guidelines of the APU course and tested in an exam at the end of the course.   The three unit APU course delivered over a fifteen week term will approximate 10 hours per week including: 2 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), 2 hours of writing and assessments and an additional hours in community language learning and tutoring supervised by the APU faculty through the forum and video conferences.

n.b. This APU class requirement is only part of our larger language learning process. To pass the degree you must have you language up to standard. As in any Masters, this cannot be accomplished simply by doing only class hours. Rather the APU class gives you the framework.

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| **16 week course** | **Weekly** | **Semester** |
| **Credit-hour Distribution** | **Expected hours**  | **Hours accredited to APU course** | **Expected total hours**  | **Total hours accredited to APU course**  |
| 1. Direct instruction by discussion     · Discussion Forums     · Online class (video conference)     · Local language school/tutor | 1 clock hour per credit hour1 1/212 |  2 clock hour per credit hour3 |  7 ½22 ½180 |   3045 |
| 2. Faculty-directed instruction     · Readings & research |  2 |  1 1/2 |  32 | 15 |
| 3. Learning activities and projects      · Community Language Learning     · Projects |   121 |  31 |   18015 |   4515 |
| 4. Assessment (writing) | 1 | 1/2 | 15 | 15 |
| **Total Hours** | **30** | **11** | **450-462.5** | **165** |

The correlation of class hours and assignments with local delivery is to be evaluated in the first week (See document *Planning Work Load with Partnering Schools Courses*).

**Online Class (video conference) and Discussion Forums**

TUL505A consists of 15 lessons spread over 15 weeks. Each week participants will interact with the instructors and with each other using Adobe Connect or Skype (or similar software) for an online discussion with other participants. Each week will be short readings, application questions on Forum Discussion to be submitted for feedback, and resources for further exploration.

Online class time and weekly forum discussion topics for TUL505A and TUL505B will include the following:

* Biblical themes on language and culture learning
* An overview of the features in the language you are learning (sound systems and grammatical features of the language)
* Community orientation
* Developing a learning cycle
* How to work with language helpers
* Language and culture learning techniques and approaches
* Developing listening/speaking skills
* Personality, motivation, and learning style
* Developing language proficiency
* Learning vocabulary
* Learning grammar
* Developing sociolinguistic competences
* Learning culture
* Cultural adjustment process
* Learning worship and ministry language
* Goal setting/planning
* Others depending on each context

**Assignments**

The following projects, with related forum discussions, are calculated to require approximately **160 hours** to complete. Expanded project guides provide step-by-step procedures**. Students must use Assignments and Forum in Sakai to submit all assignments.**

**Project 1: *Pre-field language and culture self-study***

Students complete directed reading and language orientation *prior to program start-up*. Students read at least two books/articles about the language they plan to learn, and two about the host culture. They budget sufficient time to read these books during the weeks leading up to departure. Students discuss their experiences and cultural insights through online Forums discussion posts during the specified time periods. Students follow the Forum discussion guidelines outlined below(Approx. **35 hrs**; calculated at 15 pages/hr)

* **Detailed instructions**: see Project #1 Guide in “Course Menu” in Sakai. Submit to “Assignments” in Sakai.
* **Required texts:** Two texts from “Course Text List” below.

**Project 2: *Intensive language course***

Students utilize the services of a language school or a language coach where they complete a 5-6 week language course for approximately 3 hours/day, 5 days/week for a minimum of **75 hours**.Students discuss their experiences and cultural insights through online Forums discussion posts during the specified time periods. Students follow the Forums discussion guidelines outlined below. *Supports Outcomes 1.7, 3.1* [*Note:* Together, TUL505A and TUL505B will represent 6-8 months of language study. By the end of that period, most students will be conversational in the host language. Most students should expect to invest more than the 75 hours of language study that are credited for each course. Also, Project #2 is completed concurrent with Project #3]

* **Detailed instructions**: see Project #2 Guide in “Course Menu” in Sakai. The final product for Project #2 is a portfolio that includes 1) the journals; 2) the picture dictionary; 3) the recorded oral proficiency exam; and 4) the exam results. Submit the portfolio to “Assignments” in Sakai.
* **Required texts:**
1. Brewster, Thomas E. and Elizabeth S. Brewster*.* 1984. *Bonding and the Missionary Task*. Lingua House [Available as pdf on course site].
2. Brewster, Thomas E. and Elizabeth S. Brewster*.* 1984. *Language Learning is Communication-IS Ministry*. Lingua House. [Available as pdf on course site]
3. Dickerson, Lonna J. 2011. Resources for Second Language Learners CD. Institute for Cross-Cultural Training (or the latest version).

We will use various materials from this CD in this class. Email icct@wheaton.edu to purchase a copy for $10. The CD has more than 2,000 pages of learning materials, practical articles, proficiency guidelines, website lists and other information for those who are learning another language and culture. Some of the articles included in the CD can be viewable at <http://www2.wheaton.edu/bgc/ICCT/>

1. Dickerson, Lonna J. 2001. *Communicating Heart to Heart--Guidelines for Learning Worship and Ministry Language*. Incomplete Manuscript . Wheaton: Institute for Cross-Cultural Training. [Available as pdf on course site]
2. Slimbach, Richard. *Loosed Tongues*. World Wise Books, 2011. [Available from APU Bookstore or as pdf on course site]
* **Required electronic readings**
1. Dickerson, Lonna J. 2011. *ICCT Learnernotes: Getting a Jump Start on Language Learning Before Leaving Home*. Institute for Cross-Cultural Training 2008 [cited 12/09 2011]. Available from <http://www2.wheaton.edu/bgc/ICCT/pdf/LN%20jump%20start.pdf>.
2. Dickerson, Lonna J. 2012. *FAQs about Second Language Learning*. Institute for Cross-Cultural Training [cited 4/16 2012]. Available from <http://www2.wheaton.edu/bgc/ICCT/slares/FAQs.html>.
3. Ivan Illich. Missionary Poverty The Church, Change and Community Development. Doulos Christou Press. [cited 04/29/13]. Available from <http://englewoodreview.org/illich-poverty.pdf>.
4. Smith, David I. and Barbara M. Carvill, *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. Eerdmans, 2000. [Ch. 1 **here** & Ch. 4 **here**]
5. "[What? Me Worry about Language Learning?](http://www.languageimpact.com/articles/gt/whatme.htm)" by Greg Thomson
6. "[Leave Me Alone! Can't You See I'm Learning Your Language?](http://www.languageimpact.com/articles/gt/leaveme.htm)" by Greg Thomson
7. "[A Brief Overview of Language](http://www.languageimpact.com/articles/rw/overview.htm)" by Reid Wilson
8. "[What Does It Mean To "Learn" a Language?](http://www.languageimpact.com/articles/rw/whatmean.htm)" by Reid Wilson
* **Required language/culture-specific readings**

Select two books or articles each for language-learning texts and culture-learning texts.

Search for books and articles on APU library website http://www.apu.edu/library. Search using key words such as “Hindi language” or “India culture”. Once you are in your host country, you may not have access to much printed materials. Then utilize the eBooks and eJournals that are available to all APU students; go to the left column under Format, click “EBOOKS” or “EJOURNALS”. Refer to country-specific language and culture texts for some suggested readings.

* **Required instructional equipment/materials:**
	+ Digital recorder and a supply of batteries
	+ Digital camera
	+ Host language dictionary
	+ Host language text [see ““Course Text List” below, and <http://www.lmp.ucla.edu/>]
	+ Interactive CD ROM language learning software [optional]
	+ Package of index cards
	+ Personal photo album

**Project 3: *Community orientation project***

Students complete and report on 10 “orientation”-type exercises within a select urban poor community (typically closest to where they are living). The project is designed to give students practice in *structured observation* within a specific community setting while assisting them to get a “lay of the land” as newcomers in an unfamiliar community. Each week students reflect on their experiences in light of their culture self-study reading, recording what they learn in their fieldbook. Students discuss their experiences and cultural insights through online posts during the specified time periods. Students follow the Forums discussion guidelines outlined below. *Supports Outcomes 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7* (Approx. **15 hrs**.)

* **Detailed instructions**: see Project #3 Guide in “Course Menu” in Sakai. Submit to “Assignments” in Sakai.
* **Required texts and equipment:** None

**Project 4: *Event participation***

Students accompany host family members to at least **one** cultural, social, and/or recreational activities (e.g. a holiday celebration, wedding, religious service, a museum visit, soccer match, theater performance, or special excursion to a nature site). The activity should illustrate different aspects of the national or city culture that connect to the interests and social commitments of family members. Students attend the event, carefully observe, selectively participate (where appropriate), compose detailed fieldnotes, and write a formal report. Students follow the online discussion guidelines outlined below. **See Project 4 guide (in Course Home—Project Guidelines) for detailed instructions.** [Approx. **8 hrs.]**

* **Required text:** The online field guide “Methods of Discovery” outlines the process of “ethnographic research” which you will follow in the various TUL505B projects. Please give it a careful read prior to beginning event participation. <http://methodsofdiscovery.net/?q=node/19>
* Project 4 report submitted to “Assignments” in Sakai by **Friday, June 28.**

**Assignment Completion**

To receive credit, all course assignments are to be completed and submitted on time, as recorded in the Assignments tool within the online course.  (If there is a discrepancy between the way the assignment is listed here and in the assignment tool, use that which is defined in the tool, as it will be the latest version and may have been improved with student feedback).

**Course Policies**

Preparation and Participation: Logging into your online class in Sakai, being fully prepared, participating actively in discussions and online activities are important components of this part of your grade for the course. Failure to participate, login, or submit assignments must be discussed with the professor. Make-up work may be negotiated for non-participation due to medical or emergency reasons.

**Forums Discussion Guidelines**

Online Discussion is a “threaded” dialog or conversation that takes the form of a series of linked messages by students and instructor, organized topically. The discussion enables students to exchange project-related insights from geographically dispersed locations. By structuring discussion of intercultural concepts and experiences with peers in *other* cultures, as opposed to discussion with peers in the same host culture, students are encouraged to focus on the essence of each situation. Pushed to be active participant-observers in their respective cultures, students have the rare opportunity to move from mere description of local realities to cross-cultural comparative analysis.

During Forums discussions, students interact with *content* (e.g., assigned readings, common language and culture learning experiences), their *classmates* (via discussion, debate, peer review), and the *instructor* (as I seek to coach, teach, guide, and support learners). All students have a “voice” in Forums discussions. I do not seek to “control” the communication. Because it is asynchronous, Forums discussion affords participants the opportunity to reflect on their classmates’ contributions while creating their own, and on their own writing before posting them. Please note that online threaded discussions are not online chats. My expectation is that using this tool will create mindfulness among students and encourage a culture of reflection. Compose your “substantial” posts in an MS Word document and then post in the Forums, in case you lose the content while online.

To make this process work for all, “posts” must be made during specified time periods. After the end-date, the discussion threads will be **read-only:** you will be able to go back and reference the discussions, but you won’t be able to add more posts; they will be “locked.”

Of course, this means that we need to also start and finish our project-specific fieldwork and study within those same time periods. To do this, we need to stay healthy, focused, and organized. The relationships we form and maintain with classmates and instructor complement the many associations being formed within your host community. As “iron sharpens iron,” each student’s contribution enhances the learning of all other students, and feeds back into our life within our host communities.

*Procedure*

* Begin a particular project within the specified time period
* Each student posts an initial post to the topical question posed by the instructor.
* Students interact with each other’s posts.

*Guidelines for participation*

* Students adhere to specific timeframes for discussion.
* For each topic, each student contributes at least three (3) substantial posts—one initial post and two responses to peers.
* Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

*Online discussion assessment rubric*

5/5

* Made at least three substantial and other frequent posts
* Intellectually robust perspectives and questions; substantive reactions with support for comments
* Conveys open-mindedness and respect for the views of colleagues; seeks other views.
* Reply makes multiple references to and integrates concepts; major points explicitly addressed
* Makes a substantial contribution and attempts to stimulate additional discussion

4/5

* Made at least three substantial posts
* Perspectives and questions are provided; substantive and related to readings
* Acknowledges views of others and conveys respect for those views
* Reply makes some references to and integrates concepts; reply conveys substantial thought
* Makes a substantial contribution; new ideas are supported by valid information

3/5

* Made at least three substantial posts
* Perspectives and questions are provided but they are rather shallow
* Simply acknowledges views of others
* Reply incorporates bits of information; some thought appears to be given
* Provides limited new ideas etc., with no supporting reasons

1-2/5

* Made less than three substantial posts
* Only one perspective is provided with little substance and/or lacks relation to readings
* Conveys antagonistic attitude toward view of colleagues, or ignores view(s).
* Reply conveys minimal thought on or about the topic in general; appears to be done hastily
* No new ideas, information, or perspectives provided

0/5

* no posts were made

**Evaluation Rubrics**

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| --- | --- |
| **Assignments** | **Weight/Points** |
| 1. Project 1: *Pre-field* *language and culture self-study* Evaluative criteria: completeness; outline organization; outline detail; depth of research questions; analytic depth; writing quality | 6%6 pts. |
| 2. Project 2: *Intensive language course*Evaluative criteria: sustained relationship with language school and/or coach; arrangement of a language “route”; organization, detail, and depth of analysis, and writing quality of the language learning journals; oral proficiency exam | * Weekly community language report 1pt x 15=15 pts
* Community language learning portfolio 35 pts
 | 50% pts.  |
| 3. Project 3: *Community orientation project* Evaluative criteria: completeness; descriptive detail; analytic depth; writing quality | 6% 6 pts. |
| 4. Project 4: *Event participation project* (1 report @ 6 pts) Evaluative criteria: relevance of event to culture learning; completeness; descriptive detail; interpretative depth; writing quality | 6 pts |
| 5. *Online forums discussion*Evaluative Criteria: breadth of discussion of concepts from readings; depth of expression of perspectives and depth of questions for readers; integration of ideas; connectedness of thoughtful reflection; stimulates Additional conversation; sensitivity towards others views; contribution to discussion; comprehensible writing mechanics; timely submission  | 15%16 pts. |
| 6. *Online class session (video conference)*Evaluative Criteria: attendance; breadth of discussion of concepts from readings; depth of expression of perspectives and depth of questions; integration of ideas; connectedness of thoughtful reflection; stimulates additional conversation; sensitivity towards others views; contribution to discussion  | 15%15 pts. |
| **Total:** | 100%100 pts. |

**Grades** are assigned according to the following levels of proficiency:

|  |  |
| --- | --- |
|   | APU |
| Grade | GPA | Numeric |
| A+ |   | Not given |
| A | 4.0 | 95-100 |
| A- | 3.7 | 92-94.99 |
| B+ | 3.3 | 89-91.99 |
| B | 3.0 | 84-88.99 |
| B- | 2.7 | 81-83.99 |
| C+ | 2.3 | 78-80.99 |
| C | 2.0 | 73-77.99 |
| C- | 1.7 | 70-72.99 |
| D+ | 0 | 69-69.99 |
| D | 0 | 68-68.99 |
| D- | 0 | 65-67.99 |
| F | 0 | 0-64.99 |
| Inc. |   |   |

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

|  |  |
| --- | --- |
| **A**  | Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.  |
| **B**  | *Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.  |
| **C** | Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.  |
| **D** | *Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.  |
| **F** | Repeat course. Inadequate/insufficient performance.                                     |

**Course Policies**

**Class attendance:**Students are required to join in the class discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

**Make up and extra credit**: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late.   We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

**Incompletes**: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

**Returns**: I attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

Attendance in the online SKYPE calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

In the MATUL, it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

**Academic Integrity**: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

**Disability Procedure**:  Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Satisfactory progress in the degree requires a GPA of 3.0 or above, across your courses.

**Class attendance**: Students are required to join in the online class discussions (video conferences) each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

**Make up and extra credit**: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late.   We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

**Incompletes**: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

**Returns**: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Fairness:** Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards, but are submitted to you to give some understanding of the basis of grading and fairness. However grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:**There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Assignments:** papers are due on assigned dates. All assignments should be:

* Times New Roman or Cambria, single spaced, 12 point
* 1 inch margins
* Titled, Name and date in right upper corner,
* Page numbers in right lower corner
* single spaced

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero. If late please note at the top left “1 week” or “2 weeks”.

**Study time:** In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

**Copyright Responsibilities:** Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at <http://apu.libguides.com/content.php?pid=241554&search_terms=copyright>

Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

• determine the nature and extent of the information needed.

• access needed information effectively and efficiently.

• evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.

• individually or as a member of a group, use information effectively to accomplish a specific purpose.

• understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Legal Disclaimer:** This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

**Country-Specific Language and Culture Learning List**

Search for books and articles on APU library website http://www.apu.edu/library. Search using key words. For example, “India culture” or “Hindi language”. Once you are in your host country, you may not have access to much printed materials. Then utilize the eBooks and eJournals that are available to all APU students; go to the left column under Format, click “EBOOKS” or “EJOURNALS”. Below are some suggested readings.

|  |  |  |
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| **Site** | **Culture Learning Texts** | **Language Learning Texts** |
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