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College of Liberal Arts and Sciences
Department of Global Studies and Sociology
Master of Arts in Transformational Urban Leadership (MATUL) Program

TUL505B *Language and Culture Learning II*

Summer 2013
[May 6 – July 26, 2013]

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"If we love people the way we say we do, the first priority is to learn their language and culture, and learn it well. How much time should one who goes to serve as a two-month short-term missionary spend in language and culture learning? Two months. And for the one who stays six months? Six months. Even if one were to spend forty years in cross-cultural ministry, and do nothing but learn the language and culture, you would probably be communicating the Christian faith more effectively than in any other way! By choosing to assume a learning posture, we will automatically do a lot of things in a Christian way. For one thing, learners are seldom arrogant and seldom assume that they know more than their teachers. If we respect and treat the people we go to as our teachers, we will be demonstrating the love of God to them. We will ask them what they know and try to learn it. We will ask them their advice, whether its language learning, culture learning, or whatever. We will sit at their feet rather than try to lord it over them." (Charles Kraft, *Anthropology for Christian Witness*)

I. Course Description

A continuation of TUL505A. This course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities. Prerequisite 505A.

II. 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.

III. Learning Outcomes *By the end of 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 while building meaningful relationships in the community and in ministry.

2. Affective: Heart
Have commitment to learning language and culture well while maintaining healthy relationship with God and with the community

3. Skill: Do
Have learned essential skills of language and culture learning in the context of community and ministry engagement, and have increased the ability of communicating at an intermediate or higher level in the target language.

IV. Expanded Learning Outcomes

1. Cognitive: Head
1.1. Have an understanding of the Biblical themes relevant to language and culture learning
1.2. Have an understanding of the concepts of Brewsters' bonding theory and how to establish a sense of belonging
1.3. Have an understanding of different language and culture learning methodology and techniques
1.4. Have an understanding of the importance of self-care and healthy cultural adaptation

2. Affective: Heart
2.1. Have identified personal learning styles, areas of one's strengths and weaknesses in effective language learning
2.2. Have sincere interest in others and sustained motivation to participate in various community activities, and to build relationships with faith community
2.3. Be willing to change living situations to be able to learn effectively

3. Skill: Do
3.1. Have applied the principles of self-care and cultural adaptation
3.2. Have learned the skills of evaluating one's language and culture learning approach and able to improve problem areas
3.3. Can ask and answer simple questions on familiar topics, and handle a simple situation or transaction in the target language (Intermediate-low or higher)
3.4. Increased the ability able to communicate faith and help lead discussion groups in the target language
3.5. Have developed a route in the community and made meaningful relationships in the community

V. Required Course Materials

See required texts document.

V. Learning Activities

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 (or over a 12 week term will be approx. 14 hours per week) including: direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), writing and assessments and additional hours per week in community language learning and tutoring supervised by the APU faculty through the forum and Skype interaction processes.

n.b. This APU class requirement is only part of our larger language learning process of 360 or so hours over the summer. 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. .

12 week summer course	Weekly		Semester	
APU Credit-hour Component of Language Learning Process	Total approx. hours per week	Total hours accredited to the APU course	Total hours over a term	Total hours accredited to APU course over a term
1. Direct instruction by discussion · Discussion Forums · Adobe Connect/Skype · Local Language School/tutor	1 clock hour per credit hour 1 1/2 12	1 clock hour per credit hour 4	12 18 144	30 45
2. Faculty-directed instruction · Readings & research	2	2	24	24
3. Learning activities and projects (experiential learning) · Community Language Learning · Projects	12 1	3 1	144 12	36 12
4. Assessment (writing)	1	1	12	12
Total Hours	**30**	**13 1/2**	**366**	**162**

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*).

The following projects, with related weekly online discussions, are calculated to require at least **160 hours** to complete, and are valued at three (3) graduate units. Expanded project guides provide step-by- step procedures.

Project 1a: *Intensive language course* (continued from Project #2 in 505A)

Students continue language and culture learning through formal language training (i.e. via language school or language tutor/helper) in conjunction with building informal relationships with residents of their host community. They complete a second language course that entails at least **26 hours/week** (4 days @ 6 ½ hours) of language study, practice, and personal reflection/assessment.
- At least 12 hours/week of **formal instruction** with a language helper or within a teacher-fronted classroom.
- At least 12 hours/week of **community-practice** on an established "route" and in ministry
- At least 2 hour/week of **reading** (online resources) and language journal writing.

Students discuss their experiences and cultural insights through online posts during the specified time periods.
See Project 1 guide (in Course Home—Project Guidelines) for detailed instructions

- **Required texts and equipment:** (see Project 1 description)

At the end of the semester, learners should achieve an **Intermediate-Low or above** proficiency level. They can successfully handle a limited number of interactive, task- oriented and social situations. They can speak on familiar topics, ask and answer simple questions, initiate and respond to simple statements, and maintain face-to-face

conversation, although in a highly restricted manner. They can pick out the main idea in a friendly conversation. They often speak incorrectly, but by repeating, generally can be understood by native speakers who regularly deal with foreigners. They frequently can understand native speakers if they repeat or speak more slowly.

Project 1a Reports:
- Submission of language learning and community involvement logs. **Weekly.**
- Community language learning portfolio submitted to "Assignments" in Sakai by **July 19**.
- A final oral interview, conducted by one's instructor that provides evidence of language gains. **Test results emailed to APU instructor by Wednesday, July 24.**

Project 1b: Individualized language and culture learning activities

Students will discuss areas they want to grow with the instructor, and decide on two language and/or culture learning activities that would supplement their learning. [Approx. 5 hrs/ activityx2=**10 hrs.]**

- Project 1b reports submitted to "Assignments" in Sakai. First report and/or recorded materials by **Friday, June 28,** second report by **Friday, July 19.**

Project 2: *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 2 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 2 report submitted to "Assignments" in Sakai by **Friday, June 28.**

Project 3: *Family Life interview*

The Family Life projects guide students in developing the ethnographic (culture learning) skills of *event participation* and *informal interviewing* through their host family. Students select an adult member of the family to serve as their "cultural mentor"—one who is native-born, bilingual (in English), and reflective about the dynamics of their own culture. Students complete interview with their mentor (see expanded guides). *Supports Outcome(s)* [Approx. **8 hrs.]**

Project 3a: Life Story Interview
Life Story Interview allows the mentor to narrate their life story. [See Project 3a guide **(in Course Home—Project Guidelines)** for detailed instructions.

Project 3b: Family Matters
Family Matters explores specific aspects of family life in the host culture. [See Project 3b guide **(in Course Home—Project Guidelines)** for detailed instructions.

Project 3c: Spiritual Identity
Spiritual Identity probes the basic beliefs, assumptions, and values that provide ultimate meaning in the mentor's life. [See Project 3c guide **(in Course Home—Project Guidelines)** for detailed instructions.

Students discuss experiences and cultural insights through online discussions (follow the online discussion guidelines outlined below).

- ▪ **Required texts and equipment:** While there are no required texts for the Family Life projects, students should inform themselves, prior to interviewing, on the structure and customs of local families. This can be done by re-reading the "family life" section of a good country guide, by searching the host country + "family" on Google, or by *purchasing one of an authoritative text (see "Required Texts" doc on course website)*. Aim to internalize a solid conceptual framework for asking questions and interpreting (making sense of) what you hear. Students conduct the interviews with a hand-held note pad and pen (and with a recorder; ask permission first) and then transfer notes to a durable field notebook or word-processed doc.

- • Project 3 report submitted to "Assignments" in Sakai by **Friday, July 19.**

Project 4: *Village Study*

Village Study integrates the ethnographic techniques of event participation, focused observation, and informal interviewing as part of the process of understanding the "root" background of migrants to their host city. Through family or community contacts, students obtain an invitation to a rural community (village) accompanied by someone who serves as a guide to and interpreter of village life. Students take up residence for **at least 4 days with a village family**. During this time they participate directly in village activities (e.g. feeding animals, farm work, cooking, and festivities) while reading an ethnographic study of a culturally similar village. Students make firsthand observations, conduct informal interviews (with the translation assistance of their native guide), take detailed notes in their field notebooks, and compare and contrast their host village with the village described in the text. Students follow the online discussion guidelines outlined below. [See Project 4 guide **(in Course Home—Project Guidelines)** for detailed instructions. [Approx. **25 hrs.]**

- ▪ **Required texts and equipment:** One village ethnography (see Addendum of Project #4)

- ▪ Read village ethnography by **May 17**.
- ▪ Complete village stay by **May 5.**

- • Project 4 report submitted to "Assignments" in Sakai by **Friday, May 31.**

Online Discussion Guidelines

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

During threaded discussions, students interact with *content* (e.g. assigned readings, common language and culture learning experiences), their *classmates* (via discussion, debate, peer review), and with the *instructor* (as they seek to teach, guide, correct, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a "voice" in TDs; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection), TD affords participants the opportunity to reflect on each other's contributions, as well as their own, prior to posting. 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.

To make this process work for all, "posts" must be made during specified time periods (as specified under each

project). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods. Otherwise, your posts will carry a subjective "stream of consciousness" tone that doesn't contribute much.*** To write substantive posts, you will need to stay healthy, focused, and organized.

Procedure
- Begin a particular project within the specified time period.
- Wait for the instructor to pose a topical question.
- Each student responds with an initial, substantive post.
- Students respond to each other's posts.
- Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

Guidelines for participation
- Students adhere to specific timeframes for discussion and reflection.
- For each topical thread, each student contributes at least three (3) posts.
- Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

Assessment rubric

	1	2	3	4
Quantity and timeliness of post	• Does not respond to most postings; rarely participates freely • Appears indifferent to learning community	• Responds to most postings several days after initial (scheduled) discussion; • Takes limited initiative	• Responds to most postings within a 24-hour period; • Rarely requires prompting to post	• Consistently responds to posting in less than 24 hours • Shows initiative in motivating group discussion'
Quality of post	• Posts topics unrelated to discussion topic; • Appears "rushed" with poor spelling/ grammar and unclear expression	• Occasionally posts off topic; offers short posts with limited insight on the topic; • Difficulty in expressing ideas clearly	• Frequently posts topics related to discussion topic • States opinions and ideas clearly; contributes insights to topic	• Consistently posts topics related to discussion topic • Clear, creative expression of ideas and opinions

Project Assessment (Components of Final Grade)

Project		Weight/ Points	
1a. *Intensive language course* Evaluative criteria: sustained relationship with language school and/or coach and language "route"; organization and detail of language learning journals; rating on oral proficiency exam, depth of personal reflection on the learning process.	-Weekly language journal 1pt x 12=12pts -Community language learning portfolio 10 pts -Final oral interview result 20 pts	42% 42 pts.	52% 52 pts.
1b *Individualized language and culture learning activities* (2 reports @ 5 pts each) Evaluative criteria: ability to come up with one's own language/culture curriculum; creativity; completeness		10% 10 pts.	
2. *Event participation* (1 report @ 6 pts)		6%	

Evaluative criteria: relevance of event to culture learning; completeness; descriptive detail; interpretative depth; writing quality	6 pts.
3. *Family Life project* (Choose 1 from 3 options) Evaluative criteria: completeness; descriptive detail; interpretative depth; writing quality	6% 6 pts.
4. *Village study project* (1 report @ 12 pts) Evaluative criteria: completeness; descriptive detail; interpretative depth; writing quality	12% 12 pts.
5. *Online discussion* Evaluative criteria: quantity and timeliness of post; quality of posts	12% 12 pts.
6. Skype/Adobe Connect session 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	12% 12 pts.
Totals:	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 class SKYPE 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: 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.

Potential Online Course Topics for TUL505A and TUL505B

- Biblical themes on language and culture learning
- 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

Bibliography

Indicated below are those materials housed in the APU library and available either as hard copy texts for student check-out (when they are on campus) or as e-books accessible online through student login.

Library Resource Description
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