

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

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

**TUL506B Language and Culture Learning II**(Online or LA Centre) (2 units)

Contributing Course Writers: Dr Richard Slimbach, Dr Marie Manabe-Kim, Dr Viv Grigg

**Faculty Information**

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Mission and Purpose Statement of APU

*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.*

Master of Arts in Transformational Urban Leadership

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

**Course Description**

A continuation of TUL 506A, 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: TUL 506A

Expanded 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 during their initial entrance to the field or in LA.

This is the second of a three-course sequence. It provides support in processes of language learning for students in the first semester on the field, as they work with a language tutor or a local language school for the actual content of learning.

This class offers accountability in five levels to accomplish this objective:

**GRASP** (**G**od and His Kingdom, **R**elationship, **A**pproach and Attitude, **S**trategy and Methodology, **P**rocedures).

* **God and His Kingdom**
* **Relationships:** For accountability in these two areas, in Adobe Connect sessions we will share about your time with the Lord, and share your journals on how you are developing relationships with the local people.
* **Approach and Attitude:** Demonstrate your ability to shoulder the responsibilities of the self-directed language learning approach by giving feedback on the extent of relationships built in your fieldwork.
* **Strategy and Methodology:** Demonstrate your mastery of the learning cycle: **GLUE**
	+ **G**etting tools, texts and stories and transcribing them
	+ **L**earning them
	+ **U**sing them in the community
	+ **E**valuating/envisioning (evaluating your experience, and envisioning what you plan to do next)
* **Procedures:** Demonstrate your skill with keeping a journal of your experiences and keeping your material organized.

**Learning Outcomes**

**Cognitive (“Know”)**

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  Describe an independent language and culture learning methodology and techniques

1.4  Explain the ways in which “modern” development and “traditional” culture interact, and the global forces that are reshaping identity and desire.

1.5  Explain the general personality traits, cultural patterns, and national character (e.g. “Indian,” “Filipino,” “Kenyan,” etc.) of the host society.

1.6  Explain events in the host country’s history that  shaped its national and regional languages.

**Affective (“Be”)**

2.1  (City) Demonstrate a willingness to participate in various cultural, social, and recreational activities with host family and community members as a means of exposing oneself to the local language and culture in naturalistic settings.

2.2  (Community) Articulate one’s negative reactions (e.g., fear, impatience, frustration, anger, disgust, defeat), as well as the pleasures, associated with participating in unfamiliar and stress-producing settings.

2.3  (Community) Demonstrate a sincere interest in others and their life ways as potential sources of companionship, collaboration, and wisdom.

2.4  (Family) Demonstrate a willingness to try out ways of meeting basic needs (e.g. eating, bathing, shopping, and interacting) that are valued within the host family and broader community.

**Skills (“Do”)**3.1 Plan and implement a self-directed program of language and culture learning within one’s host community.

3.2  Have developed a route in the community and made meaningful relationships in the community

3.3  Have applied principles of self-care and cultural adaptation

3.4  Have learned the skills of evaluating one’s language and culture learning approach and are able to improve problem areas

3.5.   Can ask and answer simple questions on familiar topics, and  handle a simple situation or transaction in the target language (General goal: “Novice-Mid” to “Novice-High” level)\*

( \*May depend on the language difficulty and other contextual factors, and will be decided upon individual consultation with the instructor).

3.6. Increased in ability to communicate faith and help lead discussion groups in the target language

**Weekly Teaching Topics**

Week 1: Introductions

 Week 2\_Bonding and GLUE

 2.1. Bonding and GLUE PowerPoint

 Week 3 Finding Language Helpers

 3.1. Finding Language Helpers PowerPoint

 3.2. Read Brewsters' How to Learn Your Text article

 4. Week 4 Developing Listening and Speaking Skills

 4.1. Listening/Speaking Skills PowerPoint

 4.2. Watch pronunciation videos by Brewsters

 4.3. Speaking like a native video

 5. Week 5 Personality, Learning Style and Learning Vocabulary

 5.1. Personality, Learning Style, and Learning Vocab PowerPoint

 5.2. Read Dickerson's Article on Personality

 6. Week 6 Developing Lang Proficiency and Needs Assessment

 6.1. Developing Lang Prof and Needs Assess PowerPoint

 6.2. Needs Assessment Form

 7. Week 7 Sociolinguistic and Discourse Competence

 7.1. Sociolinguistic and Discourse Competence PowerPoint

 7.2. Read on How to do Progressive Role Play

 8. Week 8 Culture Learning 2

 8.1. Culture Learning 2 PowerPoint

 9. Week 9 Learning Grammar

 9.1. Learning Grammar PowerPoint

 10. Week 10 Learning Worship and Ministry Language

 10.1. Read Dickerson's Communicating Heart to Heart

 10.2. Learning Worship and Ministry Language PowerPoint

 11. Week 11 Needs Assessment

 11.1. Needs Assessment PowerPoint

 11.2. Needs Assessment Form

12. Project 3: Community Orientation Project

 13. Week 13 Report on Community Language/Culture Learning

 13.1. Report on Community L/C Learning PowerPoint

14. Week 14 Class Presentations

 15. Week 15 Maximizing the Effectiveness of Your L/C Learning

 15.1. Maximizing the Effectiveness of L/C Learning PowerPoint

**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: *Culture self-study***

Students complete directed reading and language orientation. Students purchase two “best books” from the culture learning section of course bibliography—one on the national culture and one on the regional/city culture. They budget sufficient time to read these books during the weeks leading up to departure. Students expand their detailed profile of the host country, culture, and city in outline form. 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. *Supports Outcomes, 1.4, 1.5, 1.6* (Approx. **22 1/2 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—one on *national* culture, and the other on *city* culture.

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

Students utilize the services of a language school or a language coach where they complete language learning for approximately 3 hours/day, 4 days/week (leaving one day for your other course) for a minimum of 75 hours (of your total of 360 hours you should spend with language tutor and in the community).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, TUL506B and TUL506C will represent 6-8 months of language study. By the end of that period, most students will be conversational in the host language. 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 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 4 “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* (Approx. **15 hrs**.)

* **Detailed instructions**: see Project #3 Guide in “Course Menu” in Sakai. Submit to “Assignments” in Sakai.

**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 due date
* Complete village stay by due date**.**
* Project 4 report submitted to “Assignments” in Sakai by due date**.**

**Required texts:**

Brewster, E. Thomas and Elizabeth S. Brewster*, Bonding and the Missionary Task*. Lingua House, 1984. [This will be in Sakai].

Brewster E. Thomas and Elizabeth S. Brewster*, Language Learning is Communication-IS Ministry*. Lingua House, 1984. [This will be in Sakai].

Richard Slimbach, *Loosed Tongues*. World Wise Books, 2011.

Michael Janich, *Speak Like a Native*. Paladin Press, 2004. [Purchase from Amazon]

*Oxford Picture Dictionary* [most recent edition]

David I. Smith and Barbara M. Carvill, *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. Eerdmans, 2000. [Ch. 1 & Ch. 4]

“[How Not to be a Fluent Fool: Understanding the Cultural Dimension of Language](http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf)”

Bennett, Milton. (<http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf>)

Thomson, Greg "[What? Me Worry about Language Learning?](http://www.languageimpact.com/articles/gt/whatme.htm)" (<http://www.languageimpact.com/articles/gt/whatme.htm>)

Thomson, Greg. "[Leave Me Alone! Can't You See I'm Learning Your Language?](http://www.languageimpact.com/articles/gt/leaveme.htm)" (<http://www.languageimpact.com/articles/gt/leaveme.htm>)

Wilson, Reid. "[A Brief Overview of Language](http://www.languageimpact.com/articles/rw/overview.htm)" (<http://www.languageimpact.com/articles/rw/overview.htm>)

Wilson, Reid. "[What Does It Mean To "Learn" a Language?](http://www.languageimpact.com/articles/rw/whatmean.htm)" (<http://www.languageimpact.com/articles/rw/whatmean.htm>)

**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 imporved with student feedback).

**Forum 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)

**Assignments**

|  |  |
| --- | --- |
| **Assignments** | **Weight/Points** |
| 1. Project 1: *Culture and language self-study* Evaluative criteria: completeness; outline organization; outline detail; depth of research questions; analytic depth; writing quality | 10%10 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 | 60%60 pts.  |
| 3. Project 3: *Community orientation projects* Evaluative criteria: completeness; descriptive detail; analytic depth; writing quality | 7%7 pts. |
| Project 4: *Village Study* Evaluative criteria: completeness; descriptive detail; analytic depth; writing quality | 7%7pts |
| 4. *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  | 7%7 pts. |
| 5. *Skype or Adobe Connect sessions*Evaluative Criteria: Attendance; 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 | 9%9 pts. |
| **Total:** | 100%100 pts. |

**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 4 units (approx. 240 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 from local experts within the guidelines of the APU course and tested in an exam at the end of the course. The two unit APU course delivered over a fifteen week term will approximate 8 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 4 hours per week in community language learning and tutoring supervised by the APU faculty through the forum and Adobe Connect or SKYPE processes.

|  |  |  |
| --- | --- | --- |
|  | **Weekly** | **Semester** |
| **Credit-hour Distribution** | **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 or SKYPE
* Local Language School/tutor
 | 1/2 1 1/212 | ½1 1/2 | 7 ½ 22 ½180 | 7 1/222 1/2 |
| 2. Faculty-directed instruction * Readings & research
 | 2 | 1 1/2 | 15 | 22 1/2 |
| 1. Learning activities and projects (experiential learning)
* Community Language Learning
 | 12 | 3 | 180 | 45 |
| 4. Assessment Projects (writing) | 1 1/2 | 1 1/2 | 15 | 22 1/2 |
| **Total Hours** | **30** | **8** | **450** | **120** |

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*).

**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::**

Online: Students are required to join in both the virtual face to face video mediated conversations and the class forum 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.

Face to face: Students are expected to be arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components of this part of your grade for the course. Tardiness and absences must be discussed with the professor. Make-up work may be negotiated for absences due to medical or emergency reasons.

Students absent for more than 3 sessions will be advised to withdraw. Excused absence may be made up with an additional assignment.

Deadlines: All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence

Advance Assistance: Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).

Assignment Options: Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

# 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..

# 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.

For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog and Departmental Student Handbooks as applicable.

# 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.

In this class, collaboration is encouraged on assignments. However each assignment needs to be submitted by each person, and documentation by each party of how many hours they put in, others put in and the % and nature of workload each contributed.

 It is the policy of the University that academic work should represent the independent thought and activity of the individual student. Work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense that may result in a failing grade for an assignment, a failing grade in the course, and/or academic probation. The full academic integrity policy is available in the graduate catalog. Some of the most noteworthy forms of academic misconduct in course focusing on research and writing are as follows:

* Presenting the work of another as one's own.
* Quoting directly or paraphrasing without acknowledging the source.
* Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
* Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
* Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).

# 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.

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.

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

# 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.

**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”.

Please name your assignments in the following manner : VGProj3.2.doc, with your initals first, then the project name.

**Copyright Responsibilities:** Materials used in connection with this course may be subject to copyright protection. 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.

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at http://apu.libguides.com/

**Emergency procedures:** it is highly recommended that you leave the class title, room and building location, and the APU campus main phone number ((626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

**Legal Disclaimer:** This course is in constant development and may be upgraded at the professor's discretion. All effort is made to not materially change assignments once they have been begun, and if so to do so to the students' advantage. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

**Local Language Learning Text List**

|  |  |  |
| --- | --- | --- |
| **Site** | **Culture Learning Texts** | **Language Learning Texts** |
| Specific Sites | [Select two total: one on national culture from the list below and search for one on city-specific culture] | [Select language-appropriate texts]  |
| India | Wolpert, S. (2008). *A new history of India, 8th ed.* Oxford University Press. Sen, A. (2006). *The argumentative Indian: Writings on Indian history, culture and identity*. Picador.Soundararajan G. I. (2000). *Indian culture and Christianity*. Secunderabad: OM Books.Dreze, J. & Sen, A. (2002). *India: Development and participation*. Oxford University Press. Varma, P. (2004). *Being Indian.* New Delhi, Penguin Books. | Hart, K. (1999). *Tamil for beginners.* Berkeley: University of California Berkeley; **or**Sadasivam, M., Upadhyaya, U.P., & Krishnamurthy, N.D. (1999). *Conversational Tamil: A Microwave Approach*. Sree Venkateswara Printing Press.Schiffman, H. (1999). *A reference grammar of spoken Tamil.* Cambridge: Cambridge University Press.Jain, U. (1995). *Introduction to Hindi grammar*. Berkeley: University of California Berkeley.McGregor, R. S. (1997). *Oxford Hindi-English dictionary.* Oxford University Press. |
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