



TUL503 Language and Culture Learning Tools I



Program	Term & Date	Number of Credits
MA in Transformational Urban Leadership	September Term 2020	Three (3) graduate credit hours
Instructor	Zoom Schedule	Updated
[Instructor Name] [Email]	[Day, Time]	Feb 14, 2020

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Mission and Purpose Statement of WCIU

WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.

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.

Section 1 – Course Overview

A. Course Description

This course guides students in acquiring the appropriate knowledge, dispositions, and methodology for independent and ongoing language and culture learning within urban poor communities supporting local language learning processes.



B. Course Pedagogy

Learning the language and culture is critical to effective service learning 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 the Urban Spirituality course (TUL 520).
- 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.

This is the first of a two-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.

An underlying assumption is that language learning is culture learning. The language learning elements of the class introduce accountability in five levels to accomplish these objectives:

GRASP (God and His Kingdom, Relationship, Approach and Attitude, Strategy and Methodology, Procedures).

- **God and His Kingdom**
- **Relationships:** For accountability in these two areas, in Zoom sessions you 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**
 - Getting tools, texts and stories and transcribing them
 - Learning them
 - Using them in the community
 - Evaluating/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.

C. Course Delivery (or Pedagogy)

1. Service learning

This course primarily involves you engaging in a variety of culture and language-learning experiences. So the professor provides guidance, but much of the work involves you immersing yourself in the culture and community as you gain proficiency in the language. As such, this course is mostly hands on activity with occasional Zoom sessions, discussion forums, and assignments to check in on your progress.

2. Online Delivery

Several times during the term the professor will schedule Zoom sessions to meet with you, listen to your language-learning progress, and discuss how you are progressing in language competence. Each week there



will be discussion forum posts related to what you are doing that week in the course. All assignments are submitted to Populi.

3. Community-Based

Much of your work in this class will involve you learning language-learning tools and then using face-to-face interactions with guides and community members to use those tools and begin building your language proficiency. So while this is technically an online course, this course (503) and the next (504) primarily depend on your interaction and conversation with people as you develop skill in the language.

D. Course Schedule & Assignments

The course is structured for 15 modules, total of 135 hours of work.

TUL503 *Language and Culture Learning Tools I* Schedule (April 2020 - Sample)

Lesson	Date Started	Topic	Assignments
1	Apr 27	Language and Culture Learning and Ministry	Reading Journal Language Learning Journal
2	May 4	Developing Your Language Proficiency	Reading Journal Language Learning Journal
3	May 11	Community Orientation	Reading Journal Language Learning Journal
4	May 18	Listening Comprehension	Reading Journal Language Learning Journal
5	May 25	Improving Your Pronunciation	Reading Journal Language Learning Journal Project 3 Community Orientation Compilation
6	Jun 1	Learning Vocabulary	Reading Journal Language Learning Journal Reading Log Summary 1
7	Jun 8	Learning Grammar	Reading Journal Language Learning Journal Project 1 Pre-Field Language & Culture Self-Study
8	Jun 15	Personality & Motivation	Reading Journal Language Learning Journal
9	Jun 22	Event Participation Project (Zoom session)	Reading Journal Language Learning Journal
10	Jun 29	Ministering Cross-Culturally	Reading Journal Language Learning Journal
11	Jul 6	Developing Culture-Related Competencies	Reading Journal Language Learning Journal Reading Log Summary 2
12	Jul 13	Learning Worship & Ministry Language	Reading Journal Language Learning Journal Project 4 Event Participation Report
13	Jul 20	Language Demonstration Session (Zoom session)	Reading Journal Language Learning Journal Project 2 Oral Presentation (8 minutes)
14	Jul 27	Village Study Review	Reading Journal Language Learning Journal



Lesson	Date Started	Topic	Assignments
15	Aug 3	Time to Reflect / Faculty Grading Week	Reading Journal Language Learning Journal Final Language Journal Analysis Reading Log Final Compilation Project 6 Village Study Initial Documentation (for 504) Final Course Evaluation

E. Course and Program Level Learning Outcomes

Outcomes of graduate courses are a complex interplay of the candidate's ability, motivation and calling, with the configuration of the information and cultural experiences of the material. At an MA level these outcomes cease to be largely determined by the instructor and move more significantly to the candidate's independent study of the resources supplied. The critical paradigm shifts to "master" the field of the degree are likely to be serendipitous, times of "revelation" that catch us by surprise. But a professor does set some directions along which such experiences are likely to occur, some of which need measurement in order both to keep the student motivated and satisfy structural educational objectives. While there are likely many outcomes, it is helpful to narrow down those that are utilized for measurement to a few. Thus, by the end of this course candidates for this degree will be expected to be able to:

Course Student Learning Outcomes	Program Learning Outcomes	Measured by:
1. Cognitive (Head) 1.1 Examine the Biblical and theoretical frameworks for becoming an effective language and culture learner. 1.2 Implement the concepts of Brewsters' bonding theory and how to establish a sense of belonging 1.3 Describe the different language and culture learning methodology and techniques and explored best personal approaches.	<i>Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.</i>	Demonstrated in Zoom and Forum Project 1: Pre-field Self Study
2. Affective (Heart) 2.1 Develop a sincere interest in others and sustained motivation to participate in various community activities, and to build relationships with faith community. 2.2 Accommodate different living situations and use them to learn new cultures and languages.	Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership competency in religious or social movements among the poor	Project 4: Event Participation
3. Skill (Do)	Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian	



<p>3.1 Apply the principles of self-care and cultural adaptation</p> <p>3.2 Develop the skills of evaluating one's language and culture learning approach and able to improve problem areas.</p>	<p>character and spiritual formation required of leadership competency in religious or social movements among the poor.</p>	<p>Forum and Zoom discussion</p> <p>Project 1: Pre-Field Self Study</p>
<p>4.1 Develop the skills to engage in situations or transactions in your target language ("Novice-Mid" to "Novice-High" level).*</p> <p>4.2 Have developed a route in the community and made meaningful relationships in the community</p>	<p><i>Epistemology: Model skill in both oral culture dialogical learning and self-directed critical academic thinking.</i></p>	<p>Project 2 Oral Presentation</p> <p>Project 3: Community Orientation</p> <p>Project 5: Village Study</p>



Section 2 - Course Requirements

A. Course Materials

1. Required Materials

- Slimbach, Richard. (2010). *Becoming World Wise: A Guide to Global Learning*. Sterling, VA: Stylus Publishing. (Kindle \$13.69).
- One classic ethnography book of your choice (choose from Addendum at the end of the [Village study project](#) document, in Populi).
- [MATUL Language Acquisition Procedure and Policy](#) (in Populi)
- Brewster, E. T., and Elizabeth S. Brewster. (1982). "Language Learning is Communication is Ministry" in International Bulletin of Mission Research. Vol 6, Issue 4, pp. 160-164.
- Dickerson, Lonna J. (2011). *Resources for second language learners* CD. Institute for Cross-Cultural Training (or the latest version).
Permission to download CD for TUL503 and TUL504 students given. 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. The link is in the precourse module.

2. Optional Resources (Recommended)

Following two are *optional* but are *highly recommended* books to purchase. If you don't have plans to attend a language school, you are required to purchase them. You may want to share the cost and purchase one for each location and you can share these resources as a team:

- Brewster, E. T., and Elizabeth S. Brewster. (1976). *Language Acquisition Made Practical* (LAMP). Pasadena: Lingua House
- Moran, Patrick R. (2002). *Pro Lingua's Color Lexicarry*. 3rd Edition. Prolingua.

3. 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 :

- [University of Texas Library – Quick Guide – Fair Use](#)
- [American Library Association – Fair Use Evaluator](#)

B. Degree Requirement for Language Learning Outcome

*Language learning continues on at a lesser rate beyond these two classes 503 and 504.

Before the end of the overseas period of the degree, students will be tested on their language level as a degree-level requirement for graduation. It must be at a high-intermediate level¹ to complete the research. Thus, beyond these two semesters, language learning continues, but at a lesser rate, generally with one class

¹ Each language has a different level of difficulty. The passing standard is defined in relationship to that level of difficulty. For example, learning Portuguese to an Intermediate-high level requires approx. half the time that it takes to learn Hindi. These levels are defined in the Language Learning Policy.



per week – that is not accredited. If diligent, you will end up far more advanced in the local language than most workers in the missions or development community.

Attendance and Participation in Zoom Sessions

For an online course at WCIU your participation in course activities (Zoom sessions, assignment submission, and forum interactions) counts as your “attendance.” Non-participation can lead to withdrawal or failure due to “non-attendance.” So if you must take some time away, make prior arrangements with the professor for alternative assignments.

Online Delivery: For those overseas, the teaching component of the course will utilize an asynchronous weekly environment, in a virtual face to face Zoom discussion, a story-telling process of learning, building from stories of lecturers and students. There are up to 3 hours of content in presentations online weekly that may be found in Populi, some of which we can cover during the Zoom times, the rest of which you need to review independently. We will also have students present readings to the class.

Students are required to attend weekly ZOOM sessions, in which they will interact with classmates with (i) discussion of their community engagement experiences and (review of the weekly videos) (iii) someone presents one of the assigned readings (iv) the professor will integrate ideas into wider theories. At times these become serious pastoral engagements with situations students are in. Camaraderie is built though such times.

Two of the last ZOOM sessions in a term will include student presentations. The presentations will last 7-10 minutes and will be followed by discussion.

Criteria for grading student participation in ZOOM sessions.

Participation: Students must actively engage with material through group discussion during the ZOOM session (see rubric).

Presentation: Student presentations will be graded according to a standard rubric.

Students are required to attend all ZOOM sessions. In the case of an absence, an 800-1000 word paper will be required on the material, to be submitted in the forum tab. Under no circumstance may students miss more than two zoom sessions.

Zoom Calendar/Schedule

To be confirmed on first day of class. The Populi course will be open _____ or prior. Additional student locations may mean the time of day needs rethinking.

Preferred Time for Conversations	Los Angeles	Johannesburg	Beijing	Pune
2	Tue 7:00 pm	Wed 5:00 am	Wed 11:00 am	Wed 8:30 am
1	** Tue 8:00 pm	Wed 6:00 am	Wed 12:00 noon	Wed 9:30 am
3	Tue 9:00 pm	Wed 7:00 am	Wed 1:00 pm	Wed 10:30 am
	Wed 5:00 am	Wed 3:00 pm	Wed 9:00 pm	Wed 6:30 pm
4	** Wed 6:00 am	Wed 4:00 pm	Wed 10:00 pm	Wed 7:30 pm
	Wed 7:00 am	Wed 5:00 pm	Wed 11:00 pm	Wed 8:30 pm



Perfecting Your Style

Writing Assignments: papers are due on assigned dates in Populi (Populi is the final arbiter if there is a conflict of descriptions in the course somewhere). All assignments should be:

- Times New Roman, single-spaced (as these are graded in Word, with the reviewer tool, double spaced is not useful), 12 point.
- Unlike historical patterns of submitting assignments for hand grading, don't submit as pdf's they are hard to edit online – we are now a primarily web-based universe.
- Title your assignments with InitialsCourseNumberAssignmentName.docx (e.g. VGTUL500ResProj.docx). Abbreviate these when you can, but consider the result of the abbreviation.
- 1 inch margins
- Titled, name and date in upper right corner, (Do not use the APA Running Head – it is annoying). Set Page numbers in right lower corner (whenever you start a word doc).
- Use APA 6 and Zotero for formatting citations and Works Cited.
- You are preparing for a life of web-based documents along with classical book publication. Thus each major assignment should be graphically formatted using a Word Stylesheet that includes graphics. It has to look pleasing. In postmodern style, assignments may be better with disjoint boxes per topic rather than as a flowing essay. The development of your own website and submission on that is also acceptable (discuss with professor first).
- For major assignments use a Stylesheet. Columns, text boxes and graphics assist in creating a readable document. Prepare for a graphically oriented web-based society.

Late Assignments

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 and Populi will be closed. If late, please note at the top left 1 week or 2 weeks.

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.

Conflict with Other Commitments

This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment to the course and reduce other commitments to allow space for your course work. The aim of a course is not to kill you with stress but to create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! Play hard!



D. Course Time Estimates

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 oral fluency. While most Master's degrees require a research language they usually do not credit hours for this. WCIU is not primarily accrediting the actual language learning but is accrediting 6 units (approx. 270 hours of 720 hours) of mastering the processes, skills, philosophy of language learning and parallel exercises in culture learning over 7 months. The WCIU component is much less than the total hours to learn a language. The WCIU courses give you the *core structure and skills* 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 WCIU course, then being tested in an exam at the end of the course. The three unit WCIU course delivered over a fifteen-week term will approximate 9 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 5 additional hours in community language learning and tutoring supervised by the WCIU faculty through the forum and video conferences.

15-week course	Weekly		Term	
Credit-hour distribution	Expected hours	Hours accredited to WCIU course	Expected Hours	Total hours accredited to WCIU course
1. Direct instruction by discussion				
· Discussion Forums	1	1	15	15
· Online discussions (video conference)	1/2	1/2	8	8
· Local language school/tutor	10	--	150	-
2. Faculty-directed instruction				
· Readings & research, writing	2	2	30	30
3. Learning activities and projects (experiential learning)				
· Community Language Learning	10	6	144	63
· Projects	1	1 1/2	22	22
4. Assessment (interview)	0	0	2	2
Total Hours	25	11	371	140



Section 3 – Schedule and Evaluation

A. Course Layout

The course is structured for 15 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

B. Assignment Grading Weights and Due Dates

Assignment Category	Assignments	Due Dates	Category Weight
Project 1: Pre-field Culture and Language Self-study	Self-study Report: Outline of 2 books, 5 "researchable questions", ways to gather information	Week 7	10%
Project 2: Intensive language course Evaluative criteria: Weekly community language journal- sustained relationship with language school and/or coach; arrangement of a language "route"; organization; quality of your engagement with GLUE learning cycle-quantity and quality of what you <u>got</u> , how much you were able to <u>learn</u> it and <u>use</u> it in the community, and how deep your analysis was in <u>evaluating/envisioning</u> ; writing quality of the language learning journals, 30 pts	Weekly Language Journal discussions Language Journal Analysis (Term 1)	Every week Week 15	15 (1 each week) 10
	Project 2 - Oral Conversation (8 minutes) - Pronunciation, fluency, accuracy, non-verbal communication skill, 10 pts	Week 13	10 Total 35%
<i>Project 3: Community Orientation (5 Activities)</i> Evaluative criteria: completeness; descriptive detail; analytic depth; proper citation; writing quality; presentation	Compile notes from 5 Community Orientation exercises	Week 5	Total 15%



<p><i>Project 4: Event participation</i> Evaluative criteria: completeness; descriptive detail; analytic depth; proper citation; writing quality; paper.</p>	<p>Choose event & report in forums. Participate in event Submit Event Report</p>	<p>Weeks 5-10 Week 12</p>	<p>Total 10%</p>
<p>Project 5: <i>Village Study Project</i> Evaluative criteria: completeness; descriptive detail; interpretative depth; writing quality</p>	<p>Initial Village Study Project Document Due (to be sure you are on track for this in TUL504)</p>	<p>Week 15</p>	<p>0% Due TUL504, but you will start working on it in TUL503</p>
<p><i>Reading Logs</i> Keep weekly logs of what you have read and learned. Logs to be submitted twice during the term and a final compilation of your logs at the end of the term.</p>	<p>Log Summary 1 Log Summary 2 Log Final</p>	<p>Week 6 Week 11 Week 15</p>	<p>2 2 6 Total 10%</p>
<p><i>Written Discussion Forum</i> 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</p>			<p>10%</p>
<p><i>Online Zoom Conference</i> Discussion of weekly engagements, leading to new concepts 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</p>			<p>10%</p>
<p><i>Total</i></p>			<p>100%</p>
<p><i>Final Course Evaluation</i></p>			<p>(2% extra credit)</p>



D. Assignment Details

For the following projects, expanded project guides provide step-by-step procedures. **Students must submit all assignments in Populi.**

Project 1: Pre-Field Culture and Language Self-Study

Students complete directed reading and language orientation prior to program start-up. Students purchase two “best books” from the culture learning section of the course bibliography—one on the national culture and one on the regional/city culture. After outlining each book, they develop a list from the books of 5 “researchable questions” that they want to explore, along with how they might gather information to answer those questions.

Project 2: Intensive Language Course

- (1) **Language Acquisition and Practice** Students utilize the services of a language school or a language coach where they complete at least 10 hours per week in class and 10 hours per week in the community. Students discuss their experiences and cultural insights through the GLUE online weekly journal discussion posts during the specified time periods. [Note: Together, TUL503 and TUL504 will represent 7 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 four times more than the hours of language study that are credited for each course. You will submit a Community Language Learning Portfolio at the end of each term (Guidelines in Project Document). **30 points**
- (2) **Oral Presentation**
Prepare an 8-minute monologue or dialogue in your target language so that you can demonstrate what you have learned so far. You must have your language helper/tutor/teacher (a native speaker of the language you are learning) to be present with you during your presentation in the target language. You should include at least two verbal communication tasks you did with your language helper from *Loosed Tongue* for your presentation. You have to memorize your texts (you are not allowed to look at any notes during your presentation). You may choose to do a monologue or do dialogues with your language helper/tutor/teacher. Evaluation criteria: Pronunciation, Fluency, Accuracy, Non-verbal communication skill. You will do your oral presentation during Week 13 Zoom call. **10 points**

Required instructional equipment/materials:

- Phone recorder
- Phone 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

Students complete and report on 5 “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. Students discuss their experiences and cultural insights through online posts



during the specified time periods. Students follow the Forums discussion guidelines outlined below. (Approx. **5 hrs.**) 15 points

- **Detailed instructions:** see Community Orientation Assignment in Populi.
- **Required texts and equipment:** None

Project 4: Event Participation

Students accompany host family members to at least **one** cultural, social, and/or recreational activity (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 field notes, and write a formal report. Students follow the online discussion guidelines outlined below. [Approx. **3 hrs.**] 15 points

Detailed instructions: see Event Participation Assignment in Populi.

Project 5: Village Study

(This is to be completed in TUL504, but preparation will start in TUL503)

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 3 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. [Approx. 25 hrs.] 0 points for preparation phase. Graded next term in TUL504.

- Required texts and equipment: One village ethnography (see Addendum)
- **Detailed instructions:** see Village study project document in course files.

Video Conference Guidelines

We will be using a service called **Zoom** for all of our conference calls.

- You have the option to connect via your computer and video in (this is preferable, as it can help everyone connect).
- You can also download the app and join in via video through your smartphone.
- However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Install the file you just downloaded



If you have already installed Zoom:

1. Open the Zoom app
2. Select the "Join Meeting" button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name
5. Select "Join"

Please check the LMS to get the Meeting ID – each conference call will have its own ID

If you are unable to make any conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent

These count towards attendance and participation as in the Online Discussions. 10 points

Written Discussion Forums

TUL503 is spread over 15 weeks. Weekly discussions will be conducted in Populi. The minimum requirements are to make an initial post by Thursday at 11:59 pm local time and two response posts by Sunday at 11:59 pm local times. Each week your discussion will cover the short readings and application questions to be submitted for feedback, and resources for further exploration.

Revised and detailed class schedule will be sent to the students on the first day of class. Online class and weekly discussion topics for TUL503 and TUL504 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



E. Grading

1. Faculty Grading Turnaround:

Typically, faculty will grade assignments and post grades within one week of submission.

2. Grading Scale Chart with GPA

Graduate course grades calculated on a 100-point scale as follows:

	WCIU	
Grade	GPA	Numeric
A+	4.0	100
A	4.0	93-99
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1	63-66
D-	0.7	60-62
F	0	0-59
Inc.		

The Meaning of the Grading System

A. <i>Outstanding performance</i> : virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class.
B. <i>Above average</i> student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
C. <i>Average</i> or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality.
D. <i>Below average</i> or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
F. <i>Repeat course</i> . Inadequate/insufficient performance.

Section 4 – Important Class Policies

A. Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one's own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student's own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of

the student's own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

B. Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a \$50 extension fee. Students will receive an "Incomplete" as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a "0" on the student's un-submitted assignment.

C. Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](#) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to studentservices@wciu.edu.

The request should include the following:

- The nature of the disability and need for accommodation.
- The specific accommodation being requested.
- Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

D. Video Conference Call Instructions (Zoom)

We will be using a service called Zoom for all of our weekly live conference calls.

- You have the option to connect via your computer and video in (this is preferable, as it can help everyone connect).
- You can also download the app and join in via video through your smartphone.
- However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Run the Zoom installer file you just downloaded to install the Zoom client

If you have already installed Zoom:

1. Open the Zoom app
2. Click the "Join Meeting" button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name

5. Click "Join"

Please check Populi for the meeting link to get the Meeting ID – each conference call will have its own ID

If you are unable to make a particular conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent

These count towards attendance and participation.

E. Online equipment

For online interaction, a headphone with mouthpiece (that excludes external arguments between roommates, family noises or coffee bar background) is essential. Where there are two or more students on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

F. Netiquette Policy

Online classes provide a valuable opportunity to engage in a dynamic exchange of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some student guidelines for the class:

- Do not use offensive language
- Never make fun of others
- Use correct spelling and grammar. No text language of slang
- Keep and open-mind
- Be willing to express your opinion even when others don't share it
- Be aware that the Universities Academic Honesty Policy also applies to forum posts
- Think about your message and proofread before you Select the "Send" button.

G. 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.

H. Country-Specific Language and Culture Learning List

Search for books and articles on WCIU library website <http://www.WCIU.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 WCIU students; go to the left column under Format, Select "EBOOKS" or "EJOURNALS". Search also for your language at [UCLA Language Materials Project](#) Also search for [Language Culture Learning](#). Below are some suggested readings.

Add to and develop the following table as you find local resources:

Site	Culture LEARNING TEXTS	LANGUAGE LEARNING TEXTS
India	<p>Wolpert, S. (2008). <i>A new history of India</i>, 8th ed. Oxford University Press.</p> <p>Sen, A. (2006). <i>The argumentative Indian: Writings on Indian history, culture and identity</i>. Picador.</p> <p>Soundararajan G. I. (2000). <i>Indian culture and Christianity</i>. Secunderabad: OM Books.</p> <p>Dreze, J. & Sen, A. (2002). <i>India: Development and participation</i>. Oxford University Press.</p> <p>Varma, P. (2004). <i>Being Indian</i>. New Delhi, Penguin Books.</p>	<p>Hart, K. (1999). <i>Tamil for beginners</i>. Berkeley: University of California Berkeley; or</p> <p>Sadasivam, M., Upadhyaya, U.P., & Krishnamurthy, N.D. (1999). <i>Conversational Tamil: A microwave approach</i>. Sree Venkateswara Printing Press.</p> <p>Schiffman, H. (1999). <i>A reference grammar of spoken Tamil</i>. Cambridge: Cambridge University Press.</p> <p>Jain, U. (1995). <i>Introduction to Hindi grammar</i>. Berkeley: University of California Berkeley.</p> <p>McGregor, R. S. (1997). <i>Oxford Hindi-English dictionary</i>. Oxford University Press.</p>
Kenya	<p>Sobania, N. W. (2003). <i>Culture and customs of Kenya</i>. Westport, CT: Greenwood Press.</p> <p>Miller, N. and Yeager, R. (1993). <i>Kenya: The quest for prosperity</i>, 2nd ed. Westview Press.</p> <p>Granqvist, R. (2004). <i>Bulldozer and the word: Culture at work in postcolonial Nairobi</i>. Peter Lang.</p>	<p><u>Russell, J. (2003). <i>Teach yourself Swahili</i>, 2nd ed. McGraw Hill. [Complete Course Package (Book + 2 CDs)]</u></p> <p><u>Awade, N. (2000). <i>Swahili-English, English-Swahili dictionary</i>. New York: Hippocrene Books</u></p>
Brazil		<p>Lima, E. E., & Iunes, S. A. (2001). <i>Falar ler escrever– português: um curso para estrangeiros</i> (2a. ed.). São Paulo: Editora Pedagógica e Universitária. Textbook</p> <p>Nitti, J. J., & Ferreira, M. J. (2005). <i>501 Portuguese verbs: fully conjugated in all the tenses, in a new easy-to-learn format, alphabetically arranged</i> (2nd ed.). Hauppauge, N.Y.: Barron's Educational Series.</p>

Site	Culture LEARNING TEXTS	LANGUAGE LEARNING TEXTS
Philippines	<p><u>Karnow, S. (1990). <i>In our image: America's empire in the Philippines</i>. Ballantine Books.</u></p> <p><u>Agoncillo, T.A. (1990). <i>History of the Filipino People</i>, 8th ed. Quezon City: Garotech Publishing.</u></p> <p><u>Iocano, F. L. (1984). <i>Slum as a way of life</i>. University of Philippines Press.</u></p> <p><u>Maggay, M. (1987). <i>The gospel in Filipino context</i>. Metro Manila: OMF Literature Inc.</u></p> <p><u>Grigg, V. (2004). <i>Companion to the poor</i>. Chennai: YWAM Publishing</u></p> <p><u>Roces, A. (2009). <i>Culture Shock! Philippines</i>. Marshall Cavendish.</u></p>	<p><u>Romero, V.E. (2004). <i>Learn Filipino, Book One</i> (with Discs 1 and 2). Magsimba Press</u></p> <p>Ramos, T. (1985). <i>Conversational Tagalog: A functional-situational approach</i>. Honolulu: University of Hawai'i Press.</p> <p>English, L. (1997). <i>English-Tagalog dictionary</i>. Manila: National Bookstore.</p>

SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

As a result of their studies in the WCIU MATUL program, graduates will be able to:

1. *Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.*

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others. They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

2. *Research Skills: Conduct competent organization-based action-reflection urban research.*

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

3. *Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.*

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

4. *Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.*

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

5. *Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.*

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

6. *Social Entrepreneurship: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.*

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

7. *Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership competency in religious or social movements among the poor.*

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural leadership skills required to work in cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

Bibliography

Indicated below are those materials housed in the WCIU 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:

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- Asher, J. (2000). *Learning another language through actions* (6th ed.). Los Gatos, CA: Sky Oaks Productions.
- Axtell, R.E. (1997). *Gestures: The do's and taboos of body language around the world*. New York: John Wiley.
- Brown, H. D. (2006). *Principles of language learning and teaching*, (5th ed.) Englewood Cliffs, NJ: Prentice Hall Regents.
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- Byram, M. & Roberts, C. (Eds.). (2000). *Language learners as ethnographers*. Multilingual Matters.
- Cohen, A., Paige, M., Kappler, B., Demmessie, M., Weaver, S., Chi, J., & Lassegard, J. (2003). *Maximizing study abroad: A student's guide to strategies for language and culture learning and use*. University of Minnesota.
- Crane, J. & Angrosino, M. (1992). *Field projects in anthropology* (3rd ed.) Waveland Press.
- Fantini, A.E., et al. (1986). *Beyond the language classroom: A guide for language teachers*. Brattleboro, VT: Experiment Press.
- Fetterman, D. (2007). *Ethnography: Step-by-step* (3rd ed). Sage Publications.
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- Hess, D. (1994). *The whole world guide to culture learning*. Intercultural Press.
- [Language Learning Bookshelf](#)
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- Moran, P. (2001). *Lexicarry: Pictures for learning languages* (3rd ed.) Brattleboro, VT: Pro Lingua Associates.

- Morris, D. (2002). *Peoplewatching*. Vintage.
- Nida, E. (1975). *Customs and cultures* (2nd ed.). William Carey Library.
- Paige, R. M. (Ed.). (1993). *Education for the intercultural experience* (2nd ed.) Intercultural Press.
- Peace Corps. (1993). *Peace Corps language training curriculum*. Washington, D.C.: Peace Corps Information Collection and Exchange.
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner*. Boston: Heinle and Heinle.
- Scheyvens, R. & Storey, D. (Eds.) (2003). *Development fieldwork: A practical guide*. Sage Publications.
- Slimbach, R. (2010). *Becoming world wise*. Stylus. [Available free to WCIU students as e-books on WCIU library website]