William Carey International University Registrar’s Office

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**Master of Arts in**

**Transformational Urban Leadership**

**TUL503 Cultural Learning Tools I**

**(3 units)**

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Fall 2020

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

Last Rev. 10/19

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.*

**Faculty Information**

Course Facilitator:

Contact information:

Zoom Meeting information:

Your instructor will attempt to respond to emails within 24 hours, and grade posts, assignments, and grades within a week of submission.

Technical Support: Call or email:

# SECTION 1 – COURSE OVERVIEW

## 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.

## Expanded Course Description

Learning the language and culture is critical to effective practicum 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.

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** (**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 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**
  + **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.

## Global Student Learning Outcomes

*By the end of this course, students should be able to demonstrate mastery of the following learning outcomes.*

|  |  |  |
| --- | --- | --- |
| **Program Level Objectives** | **Measurable Student Learning Outcomes** | **Measured by:** |
| Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. | 1. **Cognitive (Head)**    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. Describe the different language and culture learning methodology and techniques and explored best personal approaches. | Demonstrated in Zoom and Forum |
| 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 | 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. | Project 3: *Event Participation*  Project 5: Zoom discussion of Incarnational Living with local family. |
| 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. | 3. **Skill (Do)**  3.1 Apply the principles of self-care and cultural adaptation  3.2 Develop the skills of evaluating one’s language and culture learning approach and able to improve problem areas. | Project 6: Forum and Project 5 Zoom discussion |
| Epistemology: Model skill in both oral culture dialogical learning and self-directed critical academic thinking. | 4.1 Develop the skills to engage in situations or transactions in your target language (“Novice-Mid” to “Novice-High” level).\*   * 1. Have developed a route in the community and made meaningful relationships in the community | Project 1 Oral Presentation  Project 2: Community Orientation  Project 4: Village Study |

**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 level[[1]](#footnote-2) to complete the research. Thus, beyond these two semesters, language learning continues, but at a lesser rate, generally with one class 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.

**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 oral fluency. While most Masters degrees require a research language they usually do not credit hours for this. WCIU is not primiarily 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*](https://docs.google.com/document/d/1nrPbnxOJFzbc5VsTGi4hsDaYIcTnDxkGEUHhtQftf1g/edit?usp=sharing) 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 and tested in an exam at the end of the course.   The three unit WCIU course delivered over a twelve week term will approximate 11 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 7 additional hours in community language learning and tutoring supervised by the WCIU faculty through the forum and video conferences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **12 week course** | **Weekly** | | **Semester** | |
| **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       · Online discussions (video conference)       · Local language school/tutor | 1  1  10 | 1  1 | 12  12  144 | 12  12 |
| 2. Faculty-directed instruction       · Readings & research, writing | 2 | 2 | 30 | 30 |
| 3. Learning activities and projects (experiential learning)       · Community Language Learning       · Projects | 10  1 | 6  1 | 144  15 | 66  15 |
| 4. Assessment (interview) | 0 | 0 | 2 | 2 |
| **Total Hours** | **25** | **11** | **365** | **135** |

# SECTION 2 – COURSE REQUIREMENTS

## Required Course Resources

* + Slimbach, Richard. (2011). *Loosed Tongues*. World Wise. (Available at WCIU bookstore)
  + One classic ethnography book of your choice (choose from Addendum at the end of [Village study project](https://drive.google.com/file/d/0B5GAlerY41swZEtoQzNPc3B6QTQ/view) document)
  + MATUL cohort. (2014). [*In-field Self Care-A MATUL Field Guide*.](https://drive.google.com/open?id=1_ZJi3yGs2r0rW8iqB4WjiiCoIU8DgZRU)
  + [*MATUL Language Acquisition Procedure and Policy*](https://docs.google.com/document/d/1nrPbnxOJFzbc5VsTGi4hsDaYIcTnDxkGEUHhtQftf1g/edit?usp=sharing).
  + Brewster, E. T., and Elizabeth S. Brewster. (1982). “[Language Learning is Communication is Ministry](http://journals.sagepub.com/doi/10.1177/239693938200600405#articleShareContainer)” in International Bulletin of Mission Research. Bol 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. Download it [here](https://www.dropbox.com/sh/kwk4439vxqjc8rf/AAA8PekB_x973OOeOJLd2qYoa?dl=0):

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.

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:

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

## Discussion Times

(To be completed, and sections identified, when location of participants is known the week before the course).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preferred time for Conversations** | [**Los Angeles**](https://www.timeanddate.com/worldclock/usa/los-angeles) | [**Johannesburg**](https://www.timeanddate.com/worldclock/south-africa/johannesburg) | [**Beijing**](https://www.timeanddate.com/worldclock/china/beijing) | [**Pune**](https://www.timeanddate.com/worldclock/india/pune) |
| 1 | Week 1 TBA | Week 1 TBA | Week 1 TBA | Week 1 TBA |
| 2 | Week 5 TBA | Week 5 TBA | Week 5 TBA | Week 5 TBA |
| 3 | Week 9 TBA | Week 9 TBA | Week 9 TBA | Week 9 TBA |
| 4 | Week 13 TBA | Week 13 TBA | Week 13 TBA | Week 13 TBA |

## Assignments

**Online Discussion**

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

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

### Project 1: 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. 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 2: 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 3: 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 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 4: 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.]

* Required texts and equipment: One village ethnography (see Addendum)
* **Detailed instructions**: see [Village study project](https://drive.google.com/file/d/0B5GAlerY41swZEtoQzNPc3B6QTQ/view).

## 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 helped 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

## Online Discussion Guidelines

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

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

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

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

*Procedure*

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

*Guidelines for participation*

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

*Online discussion assessment rubric*

5/5

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

4/5

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

3/5

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

1-2/5

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

0/5

* no posts were made

## Style Standards

* You are preparing for both **communication** into academia and into the professional world. Communication must be pleasing to be received well (as well as logical, concise, with meaningful ideas and concepts).
* Use APA6 for footnotes and bibliography and anything else where it helps (Do not use their running head concept, just use a header)
* Use Graphical Stylesheets for formatting and layout (not APA).
* Use single spacing for assignments (double spacing went out with the web, previously there was a need for space between lines to make comments).
* All assignments should be artistic, with some graphic or photo. The aim is communication that is significant, but also pleasing. The future is graphically based web communication.
* Normal paragraphs in 12 point text generally
* Use ENDNOTE or Soteiro to format your Bibliographies
* 1” margins, letter size pages,
* Page number n lower corner
* File Name: Your initials course assignment name month day e.g VG560Bibliography0624.docx Word files not pdf’s as its hard to edit the pdf’s
* 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”.

## Assignment Completion

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

# SECTION 3 – SCHEDULE & EVALUATION

**Evaluation Rubrics**

|  |  |
| --- | --- |
| * 1. *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 got, how much you were able to learn it and use it in the community, and how deep your analysis was in evaluating/envisioning; writing quality of the language learning journals, 30 pts  Oral presentation- Pronunciation, fluency, accuracy, non-verbal communication skill, 10 pts | 40 %  40 pts. |
| *Community orientation*  Evaluative criteria: completeness; descriptive detail; analytic depth; proper citation; writing quality; presentation | 15%  15 pts. |
| *Event participation* Evaluative criteria: completeness; descriptive detail; analytic depth; proper citation; writing quality; paper | 15%  15 pts. |
| [*Village study project*](https://drive.google.com/file/d/0B5GAlerY41swZEtoQzNPc3B6QTQ/view)  Evaluative criteria: completeness; descriptive detail; interpretative depth; writing quality | Due TUL504, but you will start working on it in TUL503 |
| *Online discussion*  Evaluative Criteria: breadth of discussion of concepts from readings; depth of expression of perspectives and depth of questions for readers; integration of ideas; connectedness of thoughtful reflection; stimulates additional conversation; sensitivity towards others views; contribution to discussion; comprehensible writing mechanics; timely submission | 20%  20 pts. |
| *Project 5: Online Zoom conference*  *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 | 10 %  10 pts. |
| *Total* | 100% 100 pts. |

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

|  |  |  |
| --- | --- | --- |
|  | WCIU | |
| Grade | GPA | Numeric |
| A+ | 4.0 | 100 |
| A | 4.0 | 93-99 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89r |
| 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. |  |  |

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

**Course Policies**

**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.

**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. .

**Technical Support:** For online Technical Support: call or email

# 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](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (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 helped 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 Zoominstaller 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.



**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](http://www.lmp.ucla.edu/Default.aspx) Also search for [Language Culture Learning](http://languageculturelearning.wordpress.com/). 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 | 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. |
| Kenya | Sobania, N. W. (2003). *Culture and customs of Kenya.* Westport, CT: Greenwood Press.  Miller, N. and Yeager, R. (1993). *Kenya: The quest for prosperity*, 2nd ed. Westview Press.  Granqvist, R. (2004). *Bulldozer and the word: Culture at work in postcolonial Nairobi*. Peter Lang. | Russell, J. (2003). *Teach yourself Swahili, 2nd ed*. McGraw Hill. [Complete Course Package (Book + 2 CDs)]Awade, N. (2000). *Swahili-English, English-Swahili dictionary*. New York: Hippocrene Books |
| Brazil |  | Lima, E. E., & Iunes, S. A. (2001). Falar ler escrever– português: um curso para estrangeiros (2a. ed.). São Paulo: Editora Pedagógica e Universitária. Textbook  Nitti, J. J., & Ferreira, M. J. (2005). 501 Portuguese verbs: fully conjugated in all the tenses, in a new easy-to-learn format, alphabetically arranged (2nd ed.). Hauppauge, N.Y.: Barron’s Educational Series. |
| Philippines | Karnow, S. (1990). *In our image: America's empire in the Philippines*. Ballantine Books.Agoncillo, T.A. (1990). *History of the Filipino People, 8th ed.* Quezon City: Garotech Publishing.Jocano, F. L. (1984). *Slum as a way of life.* University of Philippines Press.Maggay, M. (1987). *The gospel in Filipino context.* Metro Manila: OMF Literature Inc.Grigg, V. (2004). *Companion to the poor.* Chennai: YWAM PublishingRoces, A. (2009). *Culture Shock! Philippines*. Marshall Cavendish. | Romero, V.E. (2004). *Learn Filipino, Book One* (with Discs 1 and 2). Magsimba Press Ramos, T*.* (1985). *Conversational Tagalog: A functional-situational approach*. Honolulu: University of Hawai’i Press.  English, L. (1997). *English-Tagalog dictionary*. Manila: National Bookstore. |

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

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

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.
* Burling, R. (2000). *Learning a field language*. Waveland Press.
* Byram, M. & Roberts, C. (Eds.). (2000). *Language learners as ethnographers*. Multilingual Matters. **[Available free to WCIU students as eBooks on WCIU library website]**
* 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.
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* Hegeman, D.B. (1999). *Plowing in hope: Toward a biblical theology of culture*. Moscow, Idaho: Canon Press.
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* [Language Learning Bookshelf](http://www.sil.org/LinguaLinks/LanguageLearning/LanguageLearning.htm)
* Larson, D. (1984). *Guidelines for barefoot language learning*. St. Paul, MN: CMS Publishing, Inc.
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* Lofland, J., Snow, D., Anderson, L., & Lofland, L. (2005). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* (4th ed.) Wadsworth Publishing.
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* McKinney, C. (2000). *Globe trotting in sandals: A field guide to cultural research.* SIL Publications.
* 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.
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* 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]

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. [↑](#footnote-ref-2)