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TUL504 Language and Culture Learning Tools II



## Course Information

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| --- | --- | --- |
| **Program** | **Term & Date** | **Number of Credits** |
| MA in Transformational Urban Leadership | January Term  2020 | Three (3) graduate credit hours |
| Instructor | Zoom Schedule | Updated |
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|  |  |  |

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Mission 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. Faculty Information

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

## B. Course Description

A continuation of TUL 503, this course guides students in acquiring the appropriate knowledge, dispositions and skills for independent and ongoing language and culture learning within urban poor communities. Prerequisite: TUL 503.

## C. Course Rationale

This course is a continuation from TUL503 and provides support in processes of language learning for students in the second semester on the field, as they work with a language tutor or a local language school for the actual content of learning. This course is not highly structured, but assumes that students have developed their language and culture learning routines, guides, and strategies. The professor will meet with students in the first week to determine what mentoring or resources they need. The weekly topics will be determined based on student needs and will adjust throughout the term. There are some required projects, which are specified in the calendar, but this course assumes that students are taking greater responsibility for their own work and learning through the term.

Learning the language and culture is critical to an effective internship and engagement in the urban poor ministry. However, many language and culture learners get discouraged along the way due to 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.

## D. Course Delivery (or Pedagogy)

### 1. Practicum

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 Engagement

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.

## E. Course Schedule & Assignments

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

TUL504 *Language and Culture Learning Tools II* Schedule (April 2020 - Sample)

(Dates to be completed when course goes online and first Zoom session determines student needs and interests. Assignments due Tuesday nights 10 p.m. No assignments due on Sunday or after 10 pm!!! Part of being a grad student is developing good life rhythms ).

|  |  |  |
| --- | --- | --- |
| **Week** | **Discussion Topic** | **Assignment** |
| 1 | Introductions  Review of topics needed for review and deeper mastery |  |
| 2 | To Be Determined |  |
| 3 | To Be Determined |  |
| 4 | To Be Determined | Project 5a |
| 5 | To Be Determined | Project 2b #1 |
| 6 | To Be Determined | Reading Log Synopsis #1 |
| 7 | To Be Determined |  |
| 8 | To Be Determined | Project 5b |
| 9 | To Be Determined |  |
| 10 | To Be Determined | Project 2b #2 |
| 11 | To Be Determined | Reading Log Synopsis #2 |
| 12 | To Be Determined | Project 5c |
| 13 | To Be Determined | Final Oral Interview |
| 14 | To Be Determined | Project 6 Village Study |
| 15 | Final Integration | Reading Log Analysis #2  Learning Portfolio |
|  |  |  |

## F. Course and Program Level Learning Outcomes

By the end of TUL503 and 504, *students should be able to demonstrate mastery of the following learning outcomes. The assignments that the instructor will use to assess mastery are identified in the table.*

### 1. Course Outcomes to Program Outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course  Student Learning Outcomes | | Program Learning  Outcomes | Measured by: | Artifacts Used to Assess |
| 1. Cognitive (“Know”)   Can justify personal nuances of application of Biblical and theoretical frameworks for becoming an effective language and culture learner. | | Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. | Project 1: Intensive Language Course  Forum  Reading Log |  |
| 1. Affective (“Be”)  Have overcome most negative aspects of culture shock and developed a high level of commitment to language and culture learning, demonstrated in an ongoing engagement in language learning processes within local family, culture and church activities. | | 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. | Forum and online discussions  Project 3: Family Life Interviews  Project 4: Village Study Project |  |
| 3. Skills (“Do”)  Demonstrated mastery of essential skills of language and culture learning in the context of community and ministry engagement, through consistent weekly success in mastering new expressions, vocabularies and types of grammar within community-based conversations. | | 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 1: Intensive Language Course  Project 2: Individualized Language & Culture Learning  Forum  Online Discussions |  |
| 4. Skills ("Do")  Have increased the ability of communicating language to an intermediate-low or higher level in the target language. [[1]](#footnote-2) | Epistemology: Model skill in both oral culture dialogical learning and self-directed critical academic thinking. | Final Term Oral Review.  Forum and online discussions on group engagement |  |

### 2. Course-Specific Detailed Learning Outcomes

By the end of TUL504 students will be expected to:

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

# Section 2 - Course Requirements

## A. Course Materials

### 1. Required Materials

* Brewster, E. Thomas and Elizabeth S. Brewster*, Bonding and the Missionary Task*. Lingua House, 1984.
* Brewster E. Thomas and Elizabeth S. Brewster*, Language Learning is Communication-IS Ministry*. Lingua House, 1984.
* Richard Slimbach, *Loosed Tongues*. World Wise Books, 2011.
* Michael Janich, *Speak Like a Native*. Paladin Press, 2004. [Purchase from Amazon]
* *Oxford Picture Dictionary* [most recent edition]
* David I. Smith and Barbara M. Carvill, *The Gift of the Stranger: Faith, Hospitality and Foreign Language Learning*. Eerdmans, 2000. [Ch. 1 & Ch. 4]
* “[How Not to be a Fluent Fool: Understanding the Cultural Dimension of Language](http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf)”
* Bennett, Milton. (<http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf>)
* Thomson, Greg "[What? Me Worry about Language Learning?](http://www.languageimpact.com/articles/gt/whatme.htm)" (<http://www.languageimpact.com/articles/gt/whatme.htm>)
* Thomson, Greg. "[Leave Me Alone! Can't You See I'm Learning Your Language?](http://www.languageimpact.com/articles/gt/leaveme.htm)" (<http://www.languageimpact.com/articles/gt/leaveme.htm>)
* Wilson, Reid. "[A Brief Overview of Language](http://www.languageimpact.com/articles/rw/overview.htm)" (<http://www.languageimpact.com/articles/rw/overview.htm>)
* Wilson, Reid. "[What Does It Mean To "Learn" a Language?](http://www.languageimpact.com/articles/rw/whatmean.htm)" (<http://www.languageimpact.com/articles/rw/whatmean.htm>)

### 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. Course Readings Accessible from Populi

Additional reading resources will be provided within Populi and may be accessed from links within the course.

### 4. 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](https://guides.lib.utexas.edu/fairuse/quickguides)
* [American Library Association – Fair Use Evaluator](https://librarycopyright.net/resources/fairuse/howitworks.php)

## 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 level[[2]](#footnote-3) 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 communities.

## C. General Course Requirements

Learning Activities: detailed in this syllabus (Readings, Reflection Questions, Bible Studies, Personal/Intellectual/Spiritual Journal).

### 1. 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 (ii) review of the weekly videos, (iii) someone presents one of the assigned readings, and (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 be include student presentations from selected reflection questions. Each student is to select one reflection question, and present on it. 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.

### 2. Zoom Calendar/Schedule

Zoom options for call times. Depending on countries other cities to be added. If necessary the class will be split into two sections. A decision will be made the week before classes begin and confirmed in the first class with any late registrants.

(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 |

### 3. Other Assignments

Examples:

Practicum: In the practical phase of the course above, students are invited, through spiritual direction, personal journaling and group interaction:

* to explore the nature of one’s spiritual formation
* to experiment with a variety of spiritual practices that encourage a contemplative approach to life
* to share one’s experience of these practices in a community setting
* to integrate academic and professional foundations around a centre of spiritual maturity in Christ
* to examine traditional Christian practice in the light of a commitment to social justice
* to identify core idols and life patterns needing repentance, spiritual healing, and transformation
* to nurture a “rule of life” that can sustain one’s witness within slum environments

**Independent Research and Writing:** Most of the course is dependent on your taking responsibility to do independent research and writing, utilizing both experience and local/global literature in order to accomplish the course learning outcomes. These will be submitted in the Populi assignments section.

### 4. 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 as they are hard to edit online – we are now a primarily web-based universe.
* Title your assignments with InitialsCourseNumberAssignmentName.docx (e.g. VGTUL500CultAnalysis.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.

### 5. 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.

### 6. 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.

### 7. 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 Estimate

The class (1) supports you in your tasks of language learning and also (2) establishes structure for analysis of experiences in culture learning. Language learning to the level of reasonably fluent conversation is essential for success in other aspects of this degree. By the end of the degree this should increase to a high level of fluency. While most Masters’ degrees require a research language, they usually do not credit hours for this. WCIU is accrediting 6 units (approx. 270 hours of 660 hours) over 7 months. This has to do with structuring your language learning, learning the process. **This is much less than the total hours of actual learning done through a language helper or formal language school and in the community**. The WCIU courses give you the core structure of how to learn language. The content is then developed to 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 supportive training on ***processes of learning*** from a local language helper or language school within the guidelines of the WCIU course and tested in an exam at the end of the course.   The one unit course delivered over a fifteen week term will approximate 8-9 hours per week including: direct faculty instruction through asynchronous online discussion (forums) and online face to face synchronous (video-mediated discussions), writing and assessments and additional hours per week in community language learning and tutoring supervised by the WCIU faculty through the forum and video conferences.

n.b. This class is the second support class on processes of language learning. It is not a language teaching class. This you do though a local tutor or a local language school at your expense. **This WCIU class requirement is only 135 hours as part of the larger language learning process of 330 or so hours over the 15-week semester**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **15 week course** | **Weekly** | | **Semester** | |
| Credit-hour distribution | (Weekly  expected hours to meet the degree language requirements) | Hours accredited to meet the course requirements | (Semester  expected hours to meet the degree language requirements) | Total hours accredited to meet the course requirements |
| 1. Direct instruction by discussion       · Discussion Forums       · Online discussions (video)       · Local language school/tutor | 2  10 | 2  0 | 24  120 | 24  0 |
| 2. Faculty-directed instruction       · Readings, research, writing | 3 | 3 | 36 | 36 |
| 3. Learning activities and projects (experiential learning)       · Community Lang Learning       · Projects | 10  1 | 5  1 | 135  13 | 55  13 |
| 4. Assessment (writing) | 0 | 0 | 2 | 2 |
| Total Hours | 26 | 11 | 330 | 135 |

To meet the identified course learning outcomes of this course, the expectations are that this 3 unit course, delivered ​over a 15-week term will approximate 3 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate 6 accredited hours/week. Approx. **In addition, approx. 15 non-accredited hours are estimated to be needed to reach the required standard (i.e., you spend 4 days, 6-7 hours per day in language learning).**

# 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 culture learning and 2/3 language learning and application.

## B. Assignment Grading Weights and Due Dates

|  |  |  |  |
| --- | --- | --- | --- |
| Project | | Due Week | Weight |
| *Online: Zoom discussion* *(video conference)* Evaluative criteria: attendance; breadth of discussion of concepts from readings; depth of expression of perspectives and depth of questions; integration of ideas; connectedness of thoughtful reflection; stimulates additional conversation; sensitivity towards others views; contribution to discussion. | | Weekly | 10% |
| Project 1. *Intensive language course*  Evaluative criteria: 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; rating on oral proficiency exam. | * Weekly language journal 1 pt x 15=15 pts * 1a: Community Language Learning Portfolio 5 pts * 1b: Final Oral interview 10 pts | * Weekly * Week 11 * Week 13 | 30% |
| Project 2a,b. *Individualized language and culture learning activities* (2 reports @ 10 pts each)  Evaluative criteria: ability to come up with one’s own language/culture curriculum; creativity; completeness | | * 2a: Week 5 (10%) * 2b: Week 10 (10%) | 20% |
|  | * *3a: Life Story* * *3b: Family Matters* * *3c: Spiritual Identity* | * Week 4 (5%) * Week 8 (5%) * Week 12 (5%) | 15% |
| Project 4. *Village study project* (1 report @ 12 pts)  Evaluative criteria: completeness; descriptive detail; interpretative depth; writing quality | | Week 14 | 15% |
| *Reading Log*  Evaluative criteria: completeness, writing quality | | * Synopsis 1 Week 6 (2%) * Synopsis 2 Week 11 (2%) * Final Analysis Week 15 (6%) | 10% |
| Totals: | |  | 100% |
| Course Evaluation | |  | (2% extra credit) |

## C. Assignment Details

Here are the details for TUL504 assignments.

### Online Discussions (Video Conference) and Discussion Forums

TUL504 includes 14 online face to face video conversations spread over 15 weeks. Each week participants will interact with the instructors and with each other using either Zoom (or similar software) for an online discussion with other participants.

Each week will include short readings and resources for further exploration.

Online class time topics for TUL504 will include expansion and further exploration of the following (as student need indicates):

* Biblical themes on language and culture learning
* Developing a learning cycle
* How to work with language helpers
* Language and culture learning techniques and approaches
* Developing listening/ speaking skills
* Personality, motivation and learning style
* Developing language proficiency
* Learning vocabulary
* Learning grammar
* Developing sociolinguistic competencies
* Learning culture
* Cultural adjustment process
* Learning worship and ministry language
* Goal setting/ planning
* Others depending on each context

### Project 1: Intensive language course (continued from Project #2 in 503)

Students continue language and culture learning through formal language training (i.e. via language school or language tutor/helper) in conjunction with building informal relationships with residents of their host community. They complete a second language course that entails at least **23 hours/week** (4 days @ 6 hours) of language study, practice and personal reflection/assessment.

* At least 10 hours/week of **formal instruction** with a language helper or within a teacher-fronted classroom.
* At least 10 hours/week of **community-practice** on an established “route” and in ministry
* At least 3 hour/week of **reading** (online resources) and language journal writing.

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

At the end of the semester, learners should achieve an **Intermediate-Low or above** proficiency level defined by the difficulty of a particular language). They can successfully handle a limited number of interactive, task-oriented and social situations. They can speak on familiar topics, ask and answer simple questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner. They can pick out the main idea in a friendly conversation. They often speak incorrectly, but by repeating, generally can be understood by native speakers who regularly deal with foreigners. They frequently can understand native speakers if they repeat or speak more slowly.

* Project 1 Language Learning Journals maintained weekly
* Project 1b Language Final Oral Interview **Week 13**
* Project 1a Language Learning Portfolio submitted by **Week 15**

### Project 2: Individualized Language and Culture Learning Activities

Students accompany host family members to at least **two** cultural, social and/or recreational activities (e.g. a holiday celebration, wedding, religious service, a museum visit, soccer match, theater performance, or special excursion to a nature site). The activity should illustrate different aspects of the national or city culture that connect to the interests and social commitments of family members. Students attend the event, carefully observe, selectively participate (where appropriate), compose detailed fieldnotes and write a formal report. Students follow the online discussion guidelines outlined below. **See Project 2 guide (in Course Home—Project Guidelines) for detailed instructions.** [Approx. **8 hrs.]**

* **Required text:** The online field guide “Methods of Discovery” outlines the process of “ethnographic research” which you will follow in the various TUL504 projects. Please give it a careful read prior to beginning event participation. <http://methodsofdiscovery.net/?q=node/19>
* Project 2a Report 1 submitted to “Assignments” in Populi by **Week 5.**
* Project 2b Report 2 submitted to “Assignments” in Populi by **Week 10.**

### Project 3: Family Life interviews

The Family Life Interviews guide students in developing the ethnographic (culture learning) skills of event participation

and informal interviewing through their host family. Students select an adult member of the family to serve as their

“cultural mentor”—one who is native-born, bilingual (in English), and reflective about the dynamics of their own culture. Students complete interview with their mentor (see expanded guides). Supports Outcome(s) [Approx. 8 hrs.]

#### Project 3a: Life Story Interview

Life Story Interview allows the mentor to narrate their life story. [See Project 3a guide **(in Course Home—Project Guidelines)** for detailed instructions. Submit report **Week 4.**

#### Project 3b: Family Matters Interview

Family Matters explores specific aspects of family life in the host culture. [See Project 3b guide **(in Course Home—Project Guidelines)** for detailed instructions. Submit report **Week 8**.

#### Project 3c: Spiritual Identity Interview

Spiritual Identity probes the basic beliefs, assumptions, and values that provide ultimate meaning in the mentor’s life. [See Project 3c guide (in Course Home—Project Guidelines) for detailed instructions. Submit report **Week 12**.

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

* **Required texts and equipment:** While there are no required texts for the Family Life projects, students should inform themselves, prior to interviewing, on the structure and customs of local families. This can be done by re-reading the “family life” section of a good country guide, by searching the host country + “family” on Google, or by *purchasing one of an authoritative text (see “Required Texts” doc on course website)*. Aim to internalize a solid conceptual framework for asking questions and interpreting (making sense of) what you hear. Students conduct the interviews with a hand-held note pad and pen (and with a recorder; ask permission first) and then transfer notes to a durable field notebook or word-processed doc.
  + Project 2 compiled reports submitted to “Assignments” by **Week 15.**

### Project 4: Village Study

Village Study integrates the ethnographic techniques of event participation, focused observation, and informal interviewing as part of the process of understanding the “root” background of migrants to their host city. Through family or community contacts, students obtain an invitation to a rural community (village) accompanied by someone who serves as a guide to and interpreter of village life. Students take up residence for at least 4 days with a village family. During this time they participate directly in village activities (e.g. feeding animals, farm work, cooking, and festivities) while reading an ethnographic study of a culturally similar village. Students make firsthand observations, conduct informal interviews (with the translation assistance of their native guide), take detailed notes in their field notebooks, and compare and contrast their3host village with the village described in the text. Students follow the online discussion guidelines outlined below. [See Project 4 guide (in Course Home—Project Guidelines) for detailed instructions. [Approx. 25 hrs.]

* **Required texts and equipment:** One village ethnography (see Addendum of Project #4)
* Read village ethnography by **Week 6.**
* Complete village stay by **Week 10.**
  + Project 4 report submitted to “Assignments” in Populi by **Week 14.**

### Reading log

Keep a record of everything you read. Use a database/cataloguing program such as Zotero. For each book, article, or other reading you do, both assigned and in conjunction with your projects, make a note of your reading. Include (1) a full bibliographical reference, (2) number of pages read, (3) a brief summary of the author’s key points, theoretical perspective, etc. and (4) your critique, response, insights, arguments, reflection, personal experience, etc. For your own sake, keep your comments brief (no more than a few sentences for summary and critique) and specific. Remember, the value of this is in retrieval for your own future use. Completing a record of each reading should take no more than about 10 minutes. Zotero will greatly facilitate your record keeping and help you in your future academic writing.

* First log synopsis due by **Week 6.**
* The second log synopsis is due by **Week 11**.
* The final reading log analysis is due **Week 15**.

### Evaluation: A final oral interview,

Conducted by a local language specialist that provides evidence of language gains. **Test results emailed to WCIU instructor Week 14.**

Six weeks before the end of term, an email will be sent out to student’s language teacher/tutor (students must let

Professor know the tutor's email address by early June, if the tutor doesn't have email address,

snail mail address) with the instructions on how to conduct the interview. The interview

questions are already written out, so student’s tutor just reads that script. The goal of the

oral interview is to confirm what you can do in the language. The interview includes one personal

monologue (2 minutes) and three topical dialogues (2-3 minutes each). The interview should take

about 10 to 15 minutes to complete. Conversational items are drawn from Slimbach's Loosed

Tongues field guide and also from Dickerson's Heart to Heart. The oral interview is pitched from a "low-intermediate" to a "high intermediate" level proficiency. The tutor will rate student’s performance by using the given rating scale. Then he/she will email back the scores directly to the instructor. You will also have to record the entire interview and send it to the instructor an audio file or CD.

### Forum Discussion Guidelines

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

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

To make this process work for all, “posts” must be made during specified time periods (as specified under each project). **This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods. Otherwise, your posts will carry a subjective “stream of consciousness” tone that doesn’t contribute much.** To write substantive posts, you will need to stay healthy, focused and organized.

#### Procedure

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

#### Guidelines for participation

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

# 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

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.

## F. Class attendance Online

Students are required to join in both the virtual face to face video mediated conversations and the class forum discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process.

## G. Deadlines

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

* Assignments will only be accepted within Populi. Emailed assignments will not be accepted as they create confusion, often getting lost. Most assignments are closed two weeks after the due date.
* 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.

## H. Advance Assistance

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

## I. Netiquette Policy

Online classes provide a valuable opportunity to engage in in dynamic exchanges 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 or slang. • Keep an “open-mind.” • Be willing to express your opinion, even if others don’t share it. • Be aware that the University’s Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click “Send”

## J. Disclaimer

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

# Section 5 – MATUL Program Learning Outcomes

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

## 1. Utilize Dual Level Wisdom in Relationships and Communication:

Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking.

## 2. Conduct Action-Reflection Research:

Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.

## 3. Integrate Biblical Metanarratives:

Articulate the implications of biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry and integrate them into planning and practice.

## 4. Build Holistic Faith Communities:

Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership.

## 5. Exercise Movement Leadership:

Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

## 6. Exercise Entrepreneurial Leadership:

Creatively apply biblically grounded social entrepreneurship and economic principles to facilitate leadership progressions that better integrate the informal economic sector with the formal economic sector.

## 7. Exercise Cross-cultural Spiritual Leadership:

Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

### 7.1 Character:

Model Christian character at a level acceptable to local Christian leaders and faculty.

### 7.2 Movement Leadership:

Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.

### 7.3 Cross-cultural Flourishing:

Demonstrate Cross-Cultural Competencies in language learning to a high intermediate level, and ability to work with indigenous leadership.

# 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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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)
2. 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-3)