A picture containing clipart

Description automatically generated

**TUL504 Cultural Learning Tools II**

(Online) (3 units)



Mission Statement of WCIU U

***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.*

**Course Information**

|  |  |  |
| --- | --- | --- |
| William Carey International University | 1605 E Elizabeth Street, Pasadena, CA 91104 | Registrar’s Office  registrar@wciu.edu  Phone: 626-398-2273 |
| Instructors | Email |  |
| Prof., PhD | ----@wciu.edu | Online, Weds 5:30 – 7:30 PST |
| Updated |  |  |
| 10.25.19 |  |  |

**Faculty Information**

Course Facilitator: Dr. Rie Manabe-Kim

Contact information: \_\_\_\_\_SKYPE ID: mariepasadena

I attempt to respond to emails daily and grade assignments within a week of submission.

An emergency phone number: 626-394-3674 (cell)

Technical Support: Call \_\_\_\_\_\_

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

Last Rev. 1/30/19VG

*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*)

**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

**Expanded Course Description**

This course 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.

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.

**Student 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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Learning Outcome** | | **Program Learning Objectives** | **Measurements** | **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. | 1.1 Have an understanding of Biblical themes relevant to language and culture learning 1.2 Have an understanding of concepts of Brewsters’ bonding theory and how to establish a sense of belonging 1.3 Describe an independent language and culture learning methodology and techniques 1.4 Explain the ways in which “modern” development and “traditional” culture interact and the global forces that are reshaping identity and desire. 1.5 Explain the general personality traits, cultural patterns and national character (e.g. “Indian,” “Filipino,” “Kenyan,” etc.) of the host society. 1.6 Explain events in the host country’s history that shaped its national and regional languages. x | Project 1  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. | 2.1 (City) Demonstrate a willingness to participate in various cultural, social and recreational activities with host family and community members as a means of exposing oneself to the local language and culture in naturalistic settings. 2.2 (Community) Articulate one’s negative reactions (e.g., fear, impatience, frustration, anger, disgust, defeat), as well as the pleasures, associated with participating in unfamiliar and stress-producing settings.  2.3 (Community) Demonstrate a sincere interest in others and their life ways as potential sources of companionship, collaboration and wisdom. 2.4 (Family) Demonstrate a willingness to try out ways of meeting basic needs (e.g. eating, bathing, shopping and interacting) that are valued within the host family and broader community. | Forum and online discussions  Project 4 |
| 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. | 3.1 Plan and implement a self-directed program of language and culture learning within one’s host community. 3.2 Have developed a route in the community and made meaningful relationships in the community  3.3 Have applied principles of self-care and cultural adaptation 3.4 Have learned the skills of evaluating one’s language and culture learning approach and are able to improve problem areas | Project 2a  Forum  Online Discussions  Project 2b |
| 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. | 4.1. Can ask and answer simple questions on familiar topics and handle a simple situation or transaction in the target language (General goal: “Intermediate-Mid” to “Intermediate-High” level). [The end of the program exam requires an “intermediate-High” to “skilled-High” Level].  4.2. Demonstrate increased ability to communicate faith and help lead discussion groups in the target language. | Final Semestral Oral Review.  Forum and online discussions on group engagement | |

# Section 2 - Course Requirements

**Hours per Week**

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. 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 twelve week term will approximate 11 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 120 hours as part of the larger language learning process of 330 or so hours over the 12 week semester.

**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 community. A high-intermediate level of language includes being able to lead small group and almost able to preach/teach in the language. As in any Masters, this cannot be accomplished simply by doing only class hours. Rather, the WCIU class gives you the conceptual and skills framework.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. To meet the language learning goals for the degree, 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.**

**Required Course 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>)

**Course Calendar**

(dates to be completed when course goes online. Assignments due Tuesday nights 10 p.m.).

|  |  |  |  |
| --- | --- | --- | --- |
| Week Beginning | Discussion Topic | Forum | Assignment |
| May 7 | Introductions  Biblical themes on language and culture learning | Weeks 1-10 | Proj 2a Reports to forum |
| 14 | An overview of the features in the language you are learning (sound systems and grammatical features of the language) |  | First Reading Log |
| 21 | Community orientation |  |  |
| 28 | Developing a learning cycle |  |  |
| June 4 | How to work with language helpers |  |  |
| 11 | Language and culture learning techniques and approaches |  |  |
| 18 | Developing listening/speaking skills |  |  |
| 25 | Personality, motivation and learning style |  | Proj 2b First report  Proj 4 Evant Report June 28 |
| July 2 | Developing language proficiency |  |  |
| 9 | Learning vocabulary & Grammar |  | Portfolio  Proj 2b Final Report |
| 23 | Developing sociolinguistic competences |  | Reading Log, July 24 |
| 30 | Learning culture |  | Oral Review |
| Aug 6 | Cultural adjustment process |  |  |
| 13 | Learning worship and ministry language |  | Final Reading Log |

**Discussion Times**

(To be completed and sections identified, when location of participants are 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) |
| --- | --- | --- | --- | --- |
| 2 | Tue 7:00 pm | Wed 5:00 am | Wed 11:00 am | Wed 8:30 am |
| 1 | \*\*Tue 8:00 pm | Wed 6:00 am | Wed 12:00 noon | Wed 9:30 am |
| 3 | Tue 9:00 pm | Wed 7:00 am | Wed 1:00 pm | Wed 10:30 am |
|  | ~~Wed 5:00 am~~ | Wed 3:00 pm | Wed 9:00 pm | Wed 6:30 pm |
| 4 | \*\*Wed 6:00 am | Wed 4:00 pm | Wed 10:00 pm | Wed 7:30 pm |
|  | Wed 7:00 am | Wed 5:00 pm | ~~Wed 11:00 pm~~ | Wed 8:30 pm |

**Assignments**

**Project 1: Online Discussions (Video Conference) and Discussion Forums**

TUL504 includes 15 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 be short readings, application questions on Forum Discussion to be submitted for feedback and resources for further exploration.

Online class time and weekly forum discussion topics for TUL504 will include the following:

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

**Project 2: *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 **22 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 2: Community Engagement Reports***

* Submission of language learning and community involvement logs. **Weekly.**
* Community language learning portfolio submitted to “Assignments” in Zoom by **July 19**.

**Project 3: *Individualized language and culture learning activities***

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

* Project 3 reports submitted to “Assignments” in Zoom**.**  First report and/or recorded materials by **June 28,** secondreport by **July 19.**

**Project 4: *Event participation***

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

* **Required text:** The online field guide “Methods of Discovery” outlines the process of “ethnographic research” which you will follow in the various TUL506B projects. Please give it a careful read prior to beginning event participation. <http://methodsofdiscovery.net/?q=node/19>
* Project 4 report submitted to “Assignments” in Zoom by **June 28.**

**Project 5: *Reading log***

Keep a record of everything you read. Use a database/cataloguing program such as EndNote. 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. EndNote or Zotero will greatly facilitate your record keeping and help you in your future academic writing. First log due by **April 17.** The second log is due by **Friday, July 25**.

**Evaluation: *A final oral interview****,*

Conducted by a local language specialist that provides evidence of language gains. **Test results emailed to WCIU instructor by July 24.**

**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)

*Assessment rubric*

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

**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 – most assignments are not being sent for journal publishing)
* 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 Zotero 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
* Use Word, not pdf or html pages. Grading on pdf’s is remarkably complicated. Non-commercial reproductions of word or pages have not proven to work in the past creating enormous stress when grading.
* As we are now in a graphical computer age, assignments should be graphically designed with a style sheet, with an eye to being uploaded on the web. At least a graphic per page. Material broken into boxes. Appropriate H1, H2, H3 headings breaking up the flow. This is different to traditional academic papers. It is still academic but the communication style is very different. Assignments done as web pages on your site will be accepted.

**Assessment Evaluation Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project** | | **Weight** | |
| 1a. *Online forum discussion*  Evaluative criteria: quantity and timeliness of post; quality of posts | | 10% | |
| *1b. Online 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 | | 10% | |
| 2a. *Intensive language course*  Evaluative criteria: sustained relationship with language school and/or coach and language “route”; organization and detail of language learning journals; rating on oral proficiency exam, depth of personal reflection on the learning process. | * Weekly language journal 1 pt x 12=12 pts * Community language learning portfolio 10 pts * Final oral interview result 20 pts | 42% |  |
| 2b *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 | | 20% |
| 3. *Village study project* (1 report @ 12 pts)  Evaluative criteria: completeness; descriptive detail; interpretative depth; writing quality | | 12%  . | |
| 4. Reading Log | | 6% | |
| **Totals:** | | 100% | |

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

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

**The Meaning of the Grading System**

|  |
| --- |
| 1. *Outstanding performance:* virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class. |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance. |
| F. *Repeat course*. Inadequate/insufficient performance. |

# SECTION 4 – CLASS POLICIES

### 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.

### 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.

### 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.

### Video Conference Call Instructions

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:

* Visit this link, the download should begin automatically: <https://zoom.us/support/download>
* Install the file you just downloaded
* Please check the LMS to get the Meeting ID – each conference call will have its own ID

**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.

**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.

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

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

# Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week and 20% if submitted two weeks later. Assignment will not be accepted three weeks late..

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

# Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**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”

**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:*

#### 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.

SLO#4. Skills ("Do") Have increased the ability of communicating language to an intermediate-low or higher level in the target language. [[3]](#footnote-4)

#### 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.

SLO#1 Cognitive (“Know”) Can justify personal nuances of application of Biblical and theoretical frameworks for becoming an effective language and culture learner.

#### 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.

SLO#2 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.

SLO#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.

**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.

* Agar, M. (1996). *The professional stranger*. Academic Press.
* 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.
* Fetterman, D. (2007). *Ethnography: Step-by-step* (3rd ed). Sage Publications.
* Gradin, D. (2003). *Program in language acquisition techniques*. Colorado Springs: Mission Training International.
* Hegeman, D.B. (1999). *Plowing in hope: Toward a biblical theology of culture*. Moscow, Idaho: Canon Press.
* Hess, D. (1994). *The whole world guide to culture learning.* Intercultural Press.
* 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.
* Larson, D. & W. Smalley. (1984). *Becoming bilingual* (2nd ed.). Landam, MD: University Press of America.
* Lofland, J., Snow, D. anderson, L., & Lofland, L. (2005). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* (4th ed.) Wadsworth Publishing.
* Luzbetak, Louis J. (1989). *The Church and cultures: New perspectives in missiological anthropology*. Orbis Books.
* Marshall, T. (1989). The whole world guide to language learning. Yarmouth, ME: Intercultural Press.
* 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.
* Paige, R. M. (Ed.). (1993). *Education for the intercultural experience* (2nd ed.) Intercultural Press.

Peace Corps. (1993). *Peace Corps language training curriculum*. Washington, D.C.: Peace Corps Information Collection and Exchange.

Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner*. Boston: Heinle and Heinle.

* Scheyvens, R. & Storey, D. (Eds.) (2003). *Development fieldwork: A practical guide*. Sage Publications.
* Slimbach, R. (2010). *Becoming world wise.* Stylus. [Available free to WCIU students as e-books on WCIU library website]

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)
3. 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-4)