**LC 490: Introduction to Intercultural Learning and Teaching  
Spring Semester 2019  
Tuesday 9:00-10:15 am, Recitation Building 314  
1 credit**

**Instructor: Dr. Aletha Stahl  
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YONG 120**

# Course Description:

In this course you will be introduced to theories of intercultural communication and development, to activities designed to teach intercultural knowledge and competence, and to facilitation skills for intercultural learning. The course is organized so that you contribute to selecting some materials and design your own project with learning goals specific to your interest in the topic.

# Course Format:

This course is open to both students who are enrolled for credit and to participants who join out of professional interest. As the course instructor, I try to organize activities and assessments in ways that invite you each to participate fully, whatever your enrollment status.

Our weekly meetings will alternate between a focus on theoretical texts and on pedagogical tools and facilitation strategies. Our discussions will inevitably bring all of these together.

# Learning Goal:

The goal of the course is to cultivate a basic understanding of intercultural communication and development and to prepare you to begin facilitating intercultural learning effectively.

# Learning Outcomes:

To complete this course successfully, you will:

* Recognize theoretical frameworks for understanding intercultural communication and development and identify general issues of inquiry in these areas. (Assessed through participation and leadership of discussion and through written protocols.)
* Begin to align pedagogical tools and strategies with particular frameworks of intercultural communication and development. (Assessed through discussions and peer feedback.)
* Facilitate at least one intercultural learning activity, including student preparation, debriefing, and reflection. (Assessed through peer feedback and written reflection.)
* Develop or enhance skills of your choice in relation to intercultural learning. (Assessed through self-designed project.)
* I also hope that you become more aware of your own cultural background and its impact, increase your knowledge of ethical issues related to all things intercultural, and grow in your commitment and ability to act in favor of all people and indeed all life.

# Course Materials:

* Materials provided digitally in Blackboard under academic copyright allowances.
* Intercultural learning activities available through <https://hubicl.org>.
* Materials located and shared by you in line with academic copyright allowances.

# Graded Assignments – 100 points

*I would prefer not to use grades and try to avoid wielding them in a “threatening” way. My goal in assigning the following values is to provide you with my sense of how learning takes place, to offer a means of feedback on your progress, and to give us both parameters for how we organize our efforts.*

* Contribution in class -- 30
* Written protocols -- 10
* Selection of material/s and class leadership -- 10
* Learning activity and reflection -- 20
* Self-designed project – 30

# Grading Scale:

A+ 97-100

A 93-96

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

Below 60: F, but I use numerical grades to calculate final grades.

# What I expect from you in class:

Be there. Be on time. Nothing you do outside class can make up for time we spend together. I invite you to take care of yourself -- sleep is key! If you have an emergency that prevents attendance, please email me.

Screen devices. I expect you to give your full attention to class and show this via body language. It's ok to consult a screen device for course materials as long as you anno-tate text and let nothing else distract you.

Teamwork. We all "win" when everyone commits to doing what it takes to learn: presence, preparation, participation. Although I am responsible for structuring this course and evaluating your work, I am a learner with you. To promote learning for everyone, please engage with all in the room as you speak, listen, and interact.

# What I expect with homework:

Respect deadlines. I plan class around everyone’s participation and assume that you come prepared. All major due dates appear on the syllabus, and I expect you to communicate with me about late or missing work. Late work submitted within a week will be marked down 20%. Worked submitted later than a week will be marked down 50%.

Practice academic integrity. Understandings of integrity are cultural, and Purdue’s expectations can be learned. The Purdue Honors Pledge states, “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together -- we are Purdue.” Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty" (Part 5, Section III-B-2-a, University Regulations). If you are ever unsure about what academic integrity means for an assignment, please talk with me as soon as possible. Otherwise, academic dishonesty will result in an “F” for the assignment and possibly for the course.

# Resources and support:

The Disability Resource Center (DRC). The DRC is a resource for students and instructors. You may present a “Letter of Accommodation” to me at any point in the semester. Should you have questions about accommodations, please contact the DRC at: 494-1247 or [drc@purdue.edu](mailto:drc@purdue.edu)

Accessibility**.** Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

Family Educational Rights and Privacy Act. I welcome conversations about grades by phone or in person.I am unable to discuss specific grade information with you by e-mail to protect your educational records in compliance with FERPA regulations.

Inclusion and Freedom from Discrimination. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue’s nondiscrimination policy can be found at: <http://www.purdue.edu/purdue/ea_eou_statement.html>.

Mental Health. Diminished mental health, including significant stress, mood changes, excessive worry, and problems with eating or sleeping can interfere with academic performance. Relationships, family worries, financial struggles, lack of direction, loss, and other personal crises are often challenging to manage on your own. Purdue is committed to advancing the mental health and well-being of its students.

* If you find yourself beginning to feel stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information at your fingertips, available to you at any time.
* If you need support and infor about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am – 5 pm).
* If you or someone you know is struggling and needs mental health services, contact Counseling and Psychological Services (CAPS) – 765 494 6995 or [http://www.purdue.edu/caps/](http://www.purdue.edu/caps/%20) -- during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Emergency Situations. In the event of a campus or medical emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond my control. In such an event, monitor your @purdue.edu email address and Purdue University’s homepage for further information.

# Description of graded assignments

Contribution to class (30 points): It’s crucial that you come on time and be ready to go. It’s hard to be at your best every single class period, and when you feel short of energy or brilliance, I trust you to engage by supporting the rest of the group with your questions and affirmations.

Protocols (10 points): On each discussion day, one of us will keep an official written record of key insights and ideas that emerge that day. No need for attributions or “thorough” coverage: 200-400 words is enough. The protocol will end with 1-2 connections between that day’s discussion and the materials for the next discussion to help tie our conversations together (at its origins, “protocol” includes the Greek word *kolla*, or glue). We will start each discussion day by reading aloud the protocol from the previous discussion and make edits as needed. Protocol writers are responsible for emailing or bringing print copies for everyone in the class.

Selection of materials and class leadership (10 points): In addition to a general background, I’ve “imposed” on the class a topic I care about deeply – intercultural learning and social justice. This is your chance to “impose” on the rest of us a burning topic about which you want to learn more or something from your research that you want to share. I have left two days open for your topics and leadership, and as the dates approach we will determine together how to distribute the class time and effort. Key: Get your materials to everyone at least 1 week in advance.

Learning activity and reflection (20 points): You will facilitate one intercultural learning activity either for our class or in another course. The points will be determined as follows:

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| --- | --- |
| **Facilitation (10 points, includes peer feedback)** | |
| Content (5 points)   * All materials prepared in advance and error-free * Clear statement of learning outcomes * Clear instructions * 3-5 debriefing questions * Debriefing questions and final takeaways align with learning outcomes | Classroom performance (5 points)   * Speech is adequately loud and clear * Class is engaged at all times * Questions are ably handled * Timing of all parts is adequate and respects time allotted for activity * No tech slow-downs (advance prep) |
| **Written Reflection (10 points)**  Write a 400-600 word reflection about your facilitation of this activity. Use the following questions to guide your reflection.   * What were your greatest challenges, and why? * What do you feel you did most effectively, and why? * Did the students learn what you wanted them to learn through the activity? Discuss. * Were there any surprises for you? Explain. * What would you want to do differently if you lead this activity again? Why? * Overall, how do you understand yourself as a facilitator? What steps can you take to enhance your confidence in your facilitation skills? | |

# Self-Designed Project (30 points):

Follow your passion for intercultural learning by pursuing something not covered in class! In conversation with me, you will first spell out your own learning goals through a project proposal and then undertake the research necessary to achieve them. For example, you might develop or adapt learning activities to fit a particular course, investigate assessment angles and tools, create a video that showcases intercultural pedagogy or learning, write a literature review of intercultural communication theories from around the world, etc

Since each project is unique, you will need to think about how you want me to evaluate it and determine the criteria and the points associated with each criterion. Criteria you might use include clarity in written and/or oral communication, organization of ideas, quality and quantity of sources, engagement/learning of our class (for a presentation or intercultural learning activity), quality of analysis, etc.

Your Project Proposal, due March 5 and worth 5 points, will include:

1. Topic and project description (What form will the project take?)
2. What you want to learn through this project (2-4 learning goals)
3. Why this project is particularly relevant to you
4. How you think I should evaluate your learning. This means listing the criteria you want me to grade and assigning a number of points for each criterion – total of 25 points. (For ideas, see criteria in description above, and feel free to come up with your own.)
5. Any questions you still have for me

# Calendar (Subject to change. Any homework changes will be announced well in advance.)

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| --- | --- | --- |
| **Date** | **Activity in class** | **Homework (due this day)** |
| January 8 | Syllabus  Activities: Self-awareness  Voices from the Past  The Name Game  Who Am I? & Identity Dialogue | SAGE EIC Cultural Self-Awareness (in class) |
| January 15 | Discussion:  Intercultural communication | Martin & Nakayama 95-115  Ting-Toomey 9-24, 39-54  SAGE ECI Identity Negotiation Theory |
| January 22 | Activities:  Worldview / Other awareness  TBD | SAGE EIC Worldview |
| January 29 | Protocol  Discussion:  Intercultural competence | Martin & Nakayama 465-491  AAC&U VALUE Rubric: Intercultural Knowledge and Competence  Hammer  SAGE EIC Disciplinary Approaches to Culture |
| February 5 | Activities: Empathy  TBD | SAGE EIC Empathy |
| February 12 | Protocol  Discussion: Assessing intercultural competence | Deardorff 65-79  SAGE EIC Assessments  ACTFL Can-Do Introduction  ACTFL Intercultural Can-Do Statements  ASKS2 |
| February 19 | Activities: Communication  TBD | SAGE EIC Intercultural Communication and Language |
| February 26 | Protocol  Discussion: Language & other intercultural dimensions | Hofstede  Deutscher  SAGE EIC Language, Culture, and Intercultural Communication  SAGE ECI Culture Learning in the Language Classroom  SAGE EIC Sapir-Whorf Hypothesis |
| March 5 | Activities: Openness, Curiosity  TBD | Proposal for Self-Designed Project  SAGE EIC Curiosity |
| March 12 | Spring break – no class! |  |
| March 19 | Protocol  Discussion: Student leadership | TBD by you |
| March 26 | Activities: Facilitation  TBD | SAGE EIC Essential Principles for Intercultural Training |
| April 2 | Protocol  Discussion: Student leadership | TBD by you |
| April 9 | Facilitation of learning activities | Facilitation of learning activity due |
| April 16 | Protocol  Discussion: Intercultural competence and social justice | Reflection on facilitation due  Gorski  SAGE ECI Critical Pedagogy  SIETAR website (explore) |
| April 23 | Sharing of Self-Designed Projects  Debrief of course  Course evaluations | Self-Designed Project |

# Course Materials:

Bennett, J.M., ed. (2015). *The SAGE Encyclopedia of Intercultural Competence*. Los Angeles, CA et al: SAGE. (We use multiple entries and authors.)

Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research*, 2011: 65-79. doi: [10.1002/ir.381](https://doi.org/10.1002/ir.381)

Deutscher, G. (2010, August 26). Does your language shape how you think?” *The New York Times.* Retrieved 01/02/2019 athttps://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&\_r=1&

Gorski, P.C. (2008). Good intentions are not enough: a decolonizing intercultural education.*Intercultural Education*, *19*(6), 515-525, DOI: [10.1080/14675980802568319](https://doi.org/10.1080/14675980802568319)

Hammer, M. R. (2012). The Intercultural Development Inventory: A new frontier in assessment and development of intercultural competence. In M. Vande Berg, R. M. Paige & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they're not, and what we can do about it* (115-136). Stylus.

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, *2*(1). <https://doi.org/10.9707/2307-0919.1014>

Martin, J.N. and T.K. Nakayama (2010). *Intercultural Communication in Contexts*. McGraw-Hill, 95-115, 465-491.

Ting-Toomey, S. (1999). *Communicating across cultures*. Guilford.

https://www.actfl.org

<https://hubicl.org>

https://www.sietarusa.org/