TRANSCULTURATION IN INTRODUCTORY COMPOSITION INSTRUCTOR MANUAL

Developing Intercultural Competence in First-Year Writing Courses

Rebekah Sims

Lecturer
Department of Education, University of Strathclyde rebekah.sims@strath.ac.uk

Parva Panahi

Assistant Professor
School of Communication, Writing and the Arts – Academic Writing and Reading, Metro State
University
parva.panahi@metrostate.edu

Bradley Dilger

Professor; Director of the Introductory Composition Program College of Liberal Arts – Department of English, Purdue University dilger@purdue.edu

Hadi Banat

Assistant Professor; ESL Director College of Liberal Arts – Department of English, University of Massachusetts, Boston hadi.banat@umb.edu

Phuong Tran

Assistant Professor Institute for the Study of University Pedagogy, University of Toronto, Mississauga phuongm.tran@utoronto.ca



2022 HubICL

Contents

ABOUT THIS MANUAL	3
ACKNOWLEDGEMENTS	4
LIST OF TABLES	5
MANUAL OVERVIEW	6
CURRICULUM PHILOSOPHY	6
WHY TEACH FOR INTERCULTURAL COMPETENCE DEVELOPMENT?	7
LEARNING INTERCULTURAL COMPETENCE HELPS INTERNATIONAL, DOMESTIC MINORITY,	AND
DOMESTIC MAJORITY STUDENTS	10
INTERCULTURAL COMPETENCE: PROCESS AND PRODUCT	11
LIMITATIONS OF THE MODEL: DIVERSITY AND INEQUALITY IN THE ACADEMY	12
THE TRANSCULTURATION CURRICULUM	13
LEARNING OUTCOMES.	
INTEGRATING INTERCULTURAL COMPETENCE AND FIRST-YEAR WRITING PEDAGOGY	14
CONTEXT OF IMPLEMENTATION AND PROJECT HISTORY	15
STRUCTURE OF THE CURRICULUM	17
INTERVENTION ONE: CO-TEACHING AND PAIRED COURSE MEETINGS	18
INTERVENTION TWO: MULTICULTURAL READER	20
Using the readings in instruction	21
Sample reading guide	23
INTERVENTION THREE: RESEARCH-BASED WRITING SEQUENCE	24
Project 1: Cultural Exchange Study	26
Project 2, Part 1: Proposal and Annotated Bibliography	26
Project 2, Part 2: Research Paper	
Project 3: Digital Remediation and Course Reflection	27
INTERVENTION FOUR: REFLECTIVE WRITING ASSIGNMENTS	
Reflective writing assignment sheets	28
HOW TO CREATE A TRANSCULTURATION SYLLABUS	29
EFFECTIVE CLASS DISCUSSION FOR DEVELOPING INTERCULTURAL	
COMPETENCE	
IC DEVELOPMENT LESSON PLAN: INTERACTION OF CULTURE AND ECONOMICS	31
ASSESSMENT OF INTERCULTURAL COMPETENCE VIA WRITING	33
DEFEDENCES AND EUDTHED DE ADINO	25

ABOUT THIS MANUAL

This manual introduces the Transculturation¹ model for integrating intercultural competence² into first-year writing courses. New instructors will find a description of the curricular philosophy as well as the curriculum's structure. We include all necessary documents for implementing the curriculum here. This document also offers guidance for classroom implementation of the curricular interventions.

We have written this manual with a Purdue audience in mind, but have sought to include context to help instructors at other institutions adapt the model to their particular curricular contexts. Please see our guide for implementing the curriculum in other contexts for assistance with introducing and completing this curriculum in other writing program contexts.

We invite your questions and feedback: <u>info@writeic.org</u>.

Copyright © 2022 by Hadi Riad Banat, C Bradley Dilger, Parva Lazarjani Panahi, Rebekah Elizabeth Sims, and Phuong Minh Tran.

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0), meaning you are free to copy and redistribute this material in any medium and format, and/or adapt the material for your own purposes, as long as you give appropriate credit and apply the same terms to derivative works. Learn more at https://creativecommons.org/

¹ We adopted the name "Transculturation" for both our curriculum and our research group because our overarching goal is to facilitate dialogue and understanding both between and among different cultural identities.

² Intercultural competence refers to the ability to exhibit effective, contextually appropriate behavior and

communication within an intercultural situation (Deardorff, 2011).

ACKNOWLEDGEMENTS

We thank the student and faculty research participants who have made our research and curriculum development possible.

Our team's work at Purdue University has been generously supported by the Center for Intercultural Learning, Mentorship, Assessment, and Research, as well as the Department of English. We thank the Council of Writing Program Administrators for support through their Targeted Research Grant program.

LIST OF TABLES			
Table 1.	Bennett's six phases of intercultural competence (1983)	9	

MANUAL OVERVIEW

This manual introduces our model for first-year writing, the Transculturation in Introductory Composition approach. Transculturation in Introductory Composition implements intercultural competence pedagogy within the FYW classroom. Intercultural competence skills strengthen students' abilities to interact across cultural difference and thus contribute to an inclusive, diverse college campus.

We begin by outlining the philosophy of the curriculum and follow with the learning outcomes. Next, we explain the essential components of the curriculum and how to implement them. We also guide the reader through creating the syllabus and explore some effective methods for intercultural teaching in the FYW classroom. We end with a brief discussion of assessment and suggestions for further reading.

We have a companion manual that specifically addresses <u>online delivery</u>, and well as an <u>implementation guide</u> targeted to writing program administrators interested in implementing this approach.

CURRICULUM PHILOSOPHY

First-Year Writing — Introductory Composition at Purdue (ICaP) — is an important part of students' initial years at college. The university context is often the first time students encounter environments with significant cultural diversity. Both domestic and international students have relatively homogeneous pre-college lives. Often, they come from environments where they are most often around people from the same cultural backgrounds. Thus, entering a very diverse environment creates both social and academic opportunities and challenges — especially for international and domestic minority students. And there are too few interventions HubiCL hubicl.org

that support *all* students in developing the skills to thrive amid cultural diversity.

We have created the Transculturation curriculum with these opportunities and barriers in mind. Specifically, we believe:

- 1. International and domestic minority students should **not** bear the sole responsibility of assimilating to a college or university environment.
- 2. The whole university community is responsible for developing inclusive learning environments with strongly interculturally competent members.
- Both institutions and individual academic programs must integrate substantial, evidenced-based interventions that support all students' development of cultural competency within diverse environments.

This curriculum reflects the best practices articulated in CCCC (2020) <u>Statement on Second Language Writing and Multilingual Writers</u>. Further, our work responds to some of the concerns highlighted in the CCCC (2017) <u>Statement on Globalization and Writing Studies</u>

<u>Pedagogy and Research</u> as the curriculum invites students to critically engage issues of (im)migration, (dis)location, (trans)nationalism, and multilingualism.

In this section, we offer a definition of intercultural competence (IC), provide a rationale for using it to accomplish our goals, and note its strong fit with writing instruction. Readers familiar with IC should be able to move through this content quickly into the next section, which describes the curriculum itself.

Why teach for intercultural competence development?

We selected intercultural competence as a curricular focus because we noticed that,

across our campus, students are frequently required to work with peers from other cultures, but are rarely taught about effective collaboration. Second, we noticed that students' choices in friendships and social groups tended towards homogeneity: students choose to interact most with people from similar backgrounds. Improving students' intercultural competence can address both of these situations.

To define and operationalize the intercultural competence construct in our curriculum, we first conducted a comprehensive analysis of available IC definitions and found that IC experts have agreed upon the significance of *knowing about diversity* and *knowing how to respond to diversity* in IC learning and development. This implies that developing intercultural competence rests on knowledge acquisition in conjunction with the capacity—i.e., skills and attitudes—to implement that knowledge across diverse contexts.

We take our IC definition from Deardorff (2011): the "overall external outcome of intercultural competence is defined as effective and appropriate behavior and communication in intercultural situations" (p. 66). IC is the outcome of intercultural development. So, intercultural development is an ongoing process wherein individuals develop knowledge, attitudes, and behaviors that lead to external outcomes: effective and appropriate intercultural interaction. Through our assessment methods, we can trace students' knowledge, attitudes, and behaviors, offering a rigorous window into the constituent skills of IC.

Further, we take a *developmental approach* to intercultural competence, based on the work of Bennett (1983). IC development can be conceptualized as a continuum of phases, and each phase has indicatory knowledge, attitudes, and behaviors. Bennett identified six such phases: denial, defense, minimization (ethnocentric phases), acceptance, adaptation, and

integration (ethnorelative phases). The goal of our curriculum is to prompt the development of all students' IC, but especially to assist students in developing from ethnocentric phases to ethnorelative phases.

These phases are described in the table below:

Table 1. Bennett's six phases of intercultural competence (1983)

Phase	Description
Denial	Disinterest in or avoidance of intercultural encounters. Individuals in this phase do not distinguish among different cultural contexts except in extremely simplistic ways, such as use of broad national categories.
Defense	Polarized "us vs. them" worldview. Individuals in this phase feel threatened or under siege based on cultural difference. They may express superiority, denigration of other cultures, or denigration of their own culture.
Minimization	At this phase, individuals begin to feel more positive about cultural diversity; however, they also engage in excessive universalism at the expense of a nuanced understanding of cultural differences. This universalism gets in the way of making behavioral or cognitive adaptations in intercultural situations.
Acceptance	Individuals at this phase understand culture as contextual: behaviors and values are culturally rooted in specific environments. They display curiosity about other cultures. They are able to differentiate and elaborate on cultural categories; however, their ability to adapt to intercultural situations remains limited.
Adaptation	Individuals in this phase not only understand behavior and values as culturally contextual, they are able to consciously shift their own perspective and behavior based on varying cultural contexts. They display high intercultural empathy.
Integration	Individuals in this phase are bicultural or multicultural, having become fully competent in at least two cultures. This is a rare phase. Individuals in this phase often feel like they are not truly at home in any culture; however, they are highly skilled cultural navigators.

During our assessment of this curriculum, we observed that many students display a pendulum model of intercultural development. That is, they don't have a linear, upward

trajectory. Instead, they swing back and forth between phases, and often demonstrate characteristics of two phases at the same time. In response to different interventions, students may seem to move "backwards" in their intercultural competence skills, but this means that they are learning how to negotiate a more complex intercultural situation. This same pattern was observed by (Acheson & Schneider-Bean, 2019).

Learning intercultural competence helps international, domestic minority, and domestic majority students

We chose intercultural competence as our construct because we were frustrated with the discourse in our home disciplines that expects international students to adjust and acculturate to the US university environment but largely assumes domestic students have no role to play. IC develops all students' willingness to engage in intercultural interactions, as well their effectiveness during those interactions.

Further, intercultural competence also helps students understand culture *beyond nationality:* in other words, the construct of IC allows a more flexible and intersectional understanding of culture, even within a single-nation context. Even generalized categories of identity such as race and ethnicity are understood differently now, becoming more complex and diffuse. Thus, via an IC-focus, international students end up with a more nuanced understanding of the United States as a multicultural nation. Students from the United States learn that while there are national cultural unifiers shared by many students from, say, China, there are many other subcultural elements, meaning that there are many cultural groups residing in China.

We also selected intercultural competence as the construct of focus because it will continue to benefit students long after college completion. Upon graduation, more and more

students will work in a transnational context where IC is critical and highly valued (Dias et. al, 2014); however, many students will work in a solely domestic context, perhaps in a homogeneous area. Intercultural competence is equally important for these students. Diversity is not always visible. When cultural difference is introduced to a previously homogeneous context, the intercultural competence among people in that context plays a role in whether incorporation of new perspectives and new cultures is sustainable and successful.

Intercultural competence: Process and product

Graduating students enter a world with many cultural demands, both in terms of domestic cultures and international cultures. They face the need to communicate with and come to understand people who had very different life experiences than their own, and to realize that their own mindsets are not universal. Although it is common to think of college as a time to prepare for the outside world, it's important to understand that *during* college education students will need to do all these things as well.

Intercultural competence scholarship clearly demonstrates that IC development requires structured, intentional interventions that include both cultural exposure and cultural interaction (Deardorff, 2011). *Exposure* to cultural difference happens via course readings, for example. *Interaction* happens between students, through class activities and assignments.

Exposure alone is insufficient for the development of IC, because exposure provides limited (or no) opportunity to enact attitudes, knowledge, and behavior in intercultural situations. However, exposure is also important because it widens students' cultural knowledge, and helps them encounter new cultural ideas in a lower-risk way. Thus, our curriculum is carefully structured to include both substantial exposure and interaction.

Thus, our project's philosophy is that students engage with *intercultural competence* throughout the semester, with the end goals of stronger intercultural competence and a desire to *keep* engaging interculturally at the conclusion of the class. We work *with* IC throughout the semester, with the end goal of substantive and transferable development by the *end* of the semester. We can't do it all in the space of 16 weeks, but we *can* equip students with a greater desire and ability to interact with people different from themselves.

To recap, our philosophy comes down to this: universities, programs, and instructors share the responsibility for equipping *all* students to thrive in diverse environments. We must reach all students, not simply those frequently labeled as "diverse." It is unfair to expect international and domestic minority students to adjust to an unfamiliar culture, without also asking all other parts of the student population to make similar adjustments including building their intercultural skills.

Limitations of the model: Diversity and inequality in the academy

Institutions that have a genuine commitment to creating a diverse, inclusive, socially just educational environment must do much more than curricular implementation of IC. Further structural changes are required, including but not limited to:

- Actively changing the faculty culture in departments; hiring, retaining, and promoting faculty and staff of color
- Supporting culturally responsive and IC-focused instruction across the university curriculum
- Directing substantial funding to scholarships for underrepresented students
- Directing substantial funding to academic and social programs that support

college success for students who experience a variety of barriers to higher education.

Under no circumstance should our program alone be considered a sufficient way to address diversity and equity in the academy.

Our experience with and assessment of this curriculum indicates that students develop the skills to understand cultural difference with more nuance and gain concrete interactive skills. However, intercultural competence has a limited ability to address systemic issues of inequality. It is primarily interpersonal. IC helps students understand stereotypes and discrimination at both an interpersonal and societal level. IC development changes the attitudes, behavior, and cognition of the individual. These are important changes! However, in the greater context of working toward a socially just and equitable world, these areas of individual growth are absolutely necessary, but they are not the sufficient condition for institutional equity relative to minority populations.

THE TRANSCULTURATION CURRICULUM

This curriculum has a unique structure that integrates intercultural competence into writing instruction. This section describes the learning outcomes, course pedagogy, structure, and implementation of the curriculum. Our implementation guide specifically speaks to how our curriculum adapts the standard Introductory Composition at Purdue (ICaP) courses and meets the writing-focused course outcomes.

Learning outcomes

Our curriculum meets the ICaP Course Outcomes:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.

- 2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
- 3. Critically think about writing and rhetoric through reading, analysis, and reflection.
- 4. Provide constructive feedback to others and incorporate feedback into their writing.
- 5. Perform research and evaluate sources to support claims.
- 6. Engage multiple digital technologies to compose for different purposes.

Our curriculum also targets four learning outcomes related to intercultural competence.

All four of our pedagogical interventions engage these outcomes:

- A. Strengthen the knowledge, attitudes, and behaviors (Deardorff, 2011) necessary for intercultural effectiveness.
- B. Demonstrate cultural awareness of diverse audiences, situations, and contexts.
- C. Critically analyze culture through reading, writing, discussion, and reflection.
- D. Display effective and appropriate behavior and communication in intercultural situations.

Our intercultural learning outcomes emphasize both exposure to diversity and interaction with diversity. As we note above, both are necessary for IC development. Intercultural learning outcomes A, B, and C, modeled on ICaP course outcomes, provide the core developmental skills required to work toward outcome D. Each of these outcomes fits well within the writing classroom because of the skill overlap between writing and intercultural competence.

Integrating intercultural competence and first-year writing pedagogy

Many undergraduates in US universities are required to enroll in FYW courses, often resulting in the linguistically and culturally diverse configuration of these courses. Since these

courses reach a substantial portion of the undergraduate university population, integration of intercultural competence in FYW courses can be a strategic and efficient move that brings intercultural learning opportunities to the undergraduate population. FYW already focuses on developing writing skills that students transfer out of the course; the same model — initial skill development continued in the future — can be applied to integrating IC into the FYW setting.

Our model provides an IC-focused writing instruction model for creating and implementing pedagogical practices inclusive of students' language backgrounds and multifaceted identities. Such practices that promote multicultural representation and inclusion have the potential to develop students' intercultural competence. Development of intercultural competence requires sustained, guided and structured activities that engage interpersonal interaction across difference (Soria and Troisi, 2013).

Writing classrooms are sites for developing writing skills such as observing, interpreting, analyzing, evaluating, and relating. That is, writing classrooms develop students' abilities to inquire, research, understand, and communicate. These are also significant factors to build cultural knowledge (Deardorff, 2011). And so, the overlap between these skills means that the writing classroom can effectively integrate both writing instruction and IC, and that these dual focuses strengthen each other due to the metacognitive overlap.

Context of implementation and project history

ICAP is a unit of Purdue University's Department of English, directed by a professor in rhetoric and composition, with a full-time assistant director and a large team of graduate research assistants actively involved in program administration. Until recently, instructional staff were primarily English graduate students, teaching a 1:1 load of our unique four-credit course, English

106. Currently, most ICAP courses are taught either by graduate students or contingent faculty.

English 106 is offered both face-to-face and online. An accelerated three-credit version, English 108, is also available. Most undergraduates take only English 106 or an equivalent:

Purdue has no Writing Across the Curriculum (WAC) or Writing in the Disciplines (WID) program, and only one writing course is required in the general education core. The exception is multilingual and/or international students who may need additional instruction to succeed in American higher education: these students take one or two courses taught by Purdue Language and Cultural Exchange (PLaCE) and based on their performance, follow with mainstream³

English 106, or English 106-INTL, a version highly customized for the needs of multilingual writers. Mainstream course enrollment is capped at 20, and INTL enrollment is capped at 15.

The combination of Purdue's student demographics and the FYW placement options available means that ICAP courses are excellent places for intercultural learning: small, interactive, and places where people from very different academic and social backgrounds encounter one another.

During the Spring and Fall of 2016, the Transculturation Research Team began to develop interventions that would help students in FYW engage with culture thoughtfully. As we learned more about sustainable, research-based ways of developing students' capabilities in intercultural situations, we concluded that structured intercultural interaction over the course of a semester was the best path to achieve our goals. A full history of this project can be found at our website.

Since we had team members teaching both mainstream 106 and 106-INTL, we decided to pair and co-teach mainstream and international sections. This allowed us to (1) increase students' intercultural interaction and (2) maintain ICaP's directed self-placement model which allows

students to select the FYW context that is best for them. This is important so that when implementing our curriculum, we were not surprising students who had intended to enroll in an international section with a section that was not fully international. With assistance from the scheduling deputy, ICaP is able to arrange for mainstream and international courses to meet simultaneously, thus establishing pairs of sections that can work together.

Structure of the curriculum

The inclusion of intercultural competence in writing instruction requires a framework that allows students to understand its central role in learning. Therefore, we have integrated IC and writing using an instructional design that engages culture via several specific, language-based pedagogical interventions. The overarching curricular goal is to equip students with knowledge, skills, and attitudes they need to develop both their research- based writing skills and their intercultural competence. Our instructional design revolves around learning outcomes related to both writing skills and intercultural competence.

This curriculum relies on four main interventions that support substantial exposure to and interaction with cultural diversity:

- A linked course that pairs mainstream writing classes enrolled by mainly domestic students and second language writing classes enrolled by mainly international students. Our linked-course model includes paired co-teaching by two instructors.
- 2. **A multicultural reader** which invites students to explore a variety of cultural themes and concepts across different cultural contexts such as gender, identity, language, globalization, power dynamics, individualism vs. collectivism, relationships, technology, and education.

- 3. A research-based writing sequence that engages students in both cross-cultural interaction and deep inquiry into unfamiliar cultural phenomena.
- 4. A series of reflective writings at five points across the semester. These four journal entries and one course reflection invite students to reflect on their in-class learning and concurrent university experiences, and they provide a lens for the instructor on students' intercultural competence development.

The rest of this manual engages these four interventions in detail. Consult the "Reference and Further Reading" section at the end of the manual for readings that can help instructors successfully engage each intervention.

Intervention one: Co-teaching and paired course meetings

Over the course of the semester, instructor teams will have five meetings that include both the 106 and the 106INTL sections. We have placed these five meetings in the course schedule at strategic points to ensure that students have structured opportunities for intercultural interaction. Partners should meet together to coordinate co-teaching before the semester begins, after the first week of class, and prior to every paired meeting.

Some of the paired meeting descriptions include links to the teaching materials we have used. Instructors should collaborate to adapt these materials for their own paired meetings. We have included sample activities for the paired course meetings in the sample materials folder.

- First Meeting, Week 2: Introductions, Aspect of Culture Discussion, Project
 Logistics
- 2. Second Meeting, Week 5: Further discussion of culture, activities related to Project 2
- 3. Third Paired Meeting, Week 8: Paired discussion of relationships and Alvarez

- 4. "Arranged Marriage" application of culture discussions from previous meetings
- 5. Fourth Paired Meeting, Week 11: Data interpretation for knowledge making
- 6. Fifth Paired Meeting, Week 14: Semester synthesis, exploration of basic cultural scales

Effective co-teaching can be a challenge, so we strongly recommend that teams plan carefully and even practice teaching together.

We offer the following two resources as support for co-teaching preparation:

"Co-Teaching in Higher Education" (2008)

This article documents co-teaching in college settings, outside its home domain of K-12 special education, and provides a good overview of types of co-teaching in several disciplinary settings. Page 11 includes a table that describes seven co-teaching strategies. In our curriculum, team teaching is by far the most common strategy. However, paired instructors may decide to explore other strategies as well. Interestingly, student responses to the co-taught courses studied for this article indicated that the strongest benefit of co-teaching was gaining the perspectives, skills, and different knowledge bases of two instructors — precisely the reason we have incorporated co- teaching into our course model.

"Co-Teaching: How To Make It Work" (2017)

This is a fast, nuts-and-bolts read about types of co-teaching and some interpersonal strategies to facilitate effective collaboration with another teacher. Flexibility and a commitment to shared planning time are critical to making co-teaching work.

Intervention two: Multicultural reader

Readings offer students a chance to explore other cultures through exposure. While exposure to other cultures is not sufficient to develop IC, it is an important component of the development process. It is less intimidating for students to explore culture by reading than by interaction, so the readings give students opportunities for low-stakes exploration. The 17 readings we offer here are mostly short, but they are rich, well-written cultural texts that offer many perspectives on global issues.

In our experience, it is very important to include the readings by Min-Zhan Lu, Mary Louise Pratt, and Gloria Anzaldua. Among the available readings, these are some of the most complex and in-depth readings which help students engage with a variety of academic texts similar to ones that they may encounter later. These readings offer a strong framework for understanding intercultural interaction in social and historical contexts. Additionally, the Anzaldua and Lu readings help students understand language use in cultural context with much more depth and nuance.

We also find Driscoll's "Introduction to Primary Research" and Greene's "Argument as Conversation" necessary to help students build a framework for key writing skills and situate research as part of cultural conversations.

However, we invite partner instructors to explore these readings and select nine or ten. We often introduce the readings about language early in the semester, and transition to issues of gender, relationships, and globalization later in the semester. Since we are teaching a language class, this makes sense thematically, but also in terms of instructional scaffolding. Students find the language readings more accessible and lower-risk to discuss.

Except where otherwise noted, these readings come from two collections:

Mueller, G. H. (2008). *The new world reader: Thinking and writing about the global community* (2nd Edition). Boston, MA: Houghton Mifflin Company

Abusalim, A., Bilikozen, N., Ismail, T, and Sayed, S. (Ed.) (2012). *Where I stand: The center and the periphery*. London: Pearson Education.

- 1. "Deadly Identities" Amin Maalouf
- 2. "Mute in an English-Only World" Chang-Rae Lee
- 3. "How to Tame a Wild Tongue" Gloria Anzaldua (*Borderlands* excerpt)
- 4. "Arts of the Contact Zone" Mary Louise Pratt (*Profession* article)
- 5. "From Silence to Words: Writing as Struggle" Min-Zhan Lu (College English article)
- 6. "Arranged Marriages Get a Little Re-Shuffling" Lizette Alvarez (NYT article)
- 7. "Live Free and Starve" Chitra Divakaruni
- 8. "The Arab World" Edward Hall [pair with Maalouf or Villelabeitia]
- 9. "In Jordan, the Hip Speak Arabizi" Ibon Villelabeitia
- 10. "Learning from Ladakh" Helena Hodge
- 11. "In Africa, AIDS has a Woman's Face" Kofi Annan (NYT article)
- 12. "Individualism as an American Cultural Value" Poranee Natadecha-Sponsel
- 13. "My First Passport" Orhan Pamuk
- 14. "The Myth of the Latin Woman" Judith Ortiz Cofer
- 15. "Why I Quit the Company" Tomoyuki Iwashita
- 16. "Argument as Conversation" Stuart Greene (Writing about Writing)
- 17. Introduction to Primary Research Dana Driscoll (open access)

Using the readings in instruction

Effective use of the readings should center around students being able to understand,

analyze, interpret, and relate to the course readings. In line with the CCCC (2021) <u>Position</u>

<u>Statement on the Role of Reading in College Writing Classrooms</u>, we advocate for explicit teaching of reading strategies. We also urge instructors to show students how to delay immediate reaction to engage in thoughtful dialogue (an important facet of intercultural competence).

Often, students will want to jump immediately to sharing their opinions about course readings. Instructors should slow down that process so that students focus on understanding and analysis particularly, and come to a deeper understanding of the readings.

- Plan ahead. Before class, identify some possible points of discussion and guiding questions.
- 2. **Begin with** *what the reading says.* Ask for a brief summary, and discuss the content itself, before getting to what students think about the reading.
- 3. Emphasize exploration of new ideas. Help students delay immediate judgment.
- 4. **Guide students toward critical analysis.** Ensure that they understand the author's argument.
- 5. Help students build empathy. Offer chances for students to identify ways that they might relate to the author's experience. Additionally, ask whether there are aspects of the reading that helped students understand something about their own cultural experience, by way of either similarity or contrast. For example, many monolingual domestic students come to understand their linguistic privilege when they read Lee's "Mute in an English-Only World." Both domestic and international students who experience home/school cultural divides often identify with Min-Zhan Lu's "From Silence to Words: Writing as Struggle" and express that it is powerful to see parts of

their own experience reflected in published writing.

6. Weave previous readings into the discussion frequently. Even though the reading is assigned for one specific class day, the readings remain relevant throughout the semester, and they become a more powerful tool to develop IC when students continue to engage with them over a longer period of time.

More suggestions for facilitating effective discussion can be found in subsequent sections.

Sample reading guide

This reading guide is a short preparatory assignment for students to complete independently before they come to class. Reading guides help students dig into the complexities of the text and prepare for class discussion. Note that reading guides prompt students to use evidence from the text to explain their ideas and also reinforce summary and paraphrasing skills.

Reading Guide: "How to Tame a Wild Tongue"

Anzaldúa, Gloria. "How to Tame a Wild Tongue." *Borderlands/ La Frontera: The New Mestiza.* 2nd ed. San Francisco: Aunt Lute Books, 1999. 33-46. Print.

Answer these questions in your own words. Refer to the reading, but do not include direct quotes. Paraphrase/summarize instead.

- 1. The opening to this piece is an allegory, which is a literary or rhetorical device in which an anecdote (very short story) is used to stand in for a complex truth. What does the anecdote about going to the dentist demonstrate about the themes and issues addressed in this reading?
- 2. "En boca cerrada no entran moscas" translates to "loose lips sink ships," which is an American idiom from the World War II era that encouraged people to refrain from spreading private military information to protect service members. Why does Anzaldúa use this phrase in HubICL
 hubicl.org

her writing?

3. Anzaldúa forbid publishers from adding footnotes to translate the Spanish quotations,

phrases, and sentences she uses in her writing. Why do you think she did not allow this? (3

points)

Intervention three: Research-based writing sequence

Our curriculum fits within the ICaP general pattern of three assignments with a digital

remediation. As noted above, assignments in this introductory composition curriculum

intentionally engage culture, through both interaction and exposure. Additionally, the

assignments are scaffolded: as the semester progresses, students are expected to write longer and

more complex papers with less strict structure.

Here is an overview of the assignment sequence:

Project 1:

• Cultural Exchange Study

Project 2, Mainstream Version:

• Cultural Investigation Research Report: Proposal, Bibliography, and Final Paper

Project 2, 106-INTL/ML version:

• Proposal & Bibliography

• Research Paper (3 drafts)

Project 3: Remediation

• Remediation: Website Option

• Remediation: InDesign Project Option

• Remediation: Research Poster Option

Grading Rubrics for Assignments

- Cultural Exchange Study
- Proposal for Cultural Investigation Research Report
- Cultural Investigation Research Report
- Remediation of Cultural Investigation Research Report

All of the above items can be found in the <u>sample materials folder</u>.

Our assignment sheets are detailed, since the assignments are complex and require engagement with both culture and college-level research-based writing skills. Thus, we strongly suggest that instructors dedicate class time to introducing the assignments and helping students understand what is required. Instructors should circle back to the assignment sheets as students are researching and drafting, because questions may arise. During response to drafts, instructors should reference the assignment sheet so that students can see how their developing piece of writing does or does not meet the assignment requirements.

The first project requires primary research with limited secondary research. Later projects require extensive secondary research, which students may complement with further primary research if they desire. In line with ICaP policies and best practices for writing instruction, all assignments should include at least one draft before the final version is assessed.

There are several approaches to drafting. For example, an instructor may elect to use a "starter" approach for drafts, wherein students respond to specific instructor questions and outline ideas or approaches for the assignment. A second approach is to use a more traditional partial or full-draft model. Instructors may collect either one or two drafts-in- development. For international sections, instructors may want to select a more traditional draft approach instead of HubICL

a starter approach since students are adjusting to a U.S.-based approach to academic writing.

Project 1: Cultural Exchange Study

Students from different cultures will be paired with one another. Students will interview each other about their origin, facets from their culture, literacy practice at school, important themes and figures that influenced their growth and development, and their interest in studying at Purdue. Students will write a case study report about their ambassador peer highlighting the data collected from the interviews they conducted.

Ensure student pairs are assigned early in the semester, so that students have adequate time to complete the paired activities. Check in with students about their paired activities so that any issues can be worked out quickly.

Project 2, Part 1: Proposal and Annotated Bibliography

Students choose one of the three thematic frameworks in the course: identity, gender or media, and pick a country in which they want to situate this theme. Students research the theme in their country of choice through investigating and consulting texts, articles, news, advertisements and documentaries depicting that theme. Through writing the proposal, students identify a working research question to guide their inquiry.

Ensure students have selected a topic that is narrow enough to address in a research paper. An overly general topic will lead to frustration for the student and a weaker final project.

Project 2, Part 2: Research Paper

Students conduct secondary research and synthesize the information from sources to create a research paper on their semester project topic. This project investigates a salient or

important issue in a culture different from the student's own. Students incorporate literature, resources, and artifacts from the target culture in this research.

Teach students how to manage the large amount of data they will collect in a systematic fashion. We have called this "creating a data bank." Systematic collection and analysis of data helps students write more accurately and capably, and also helps them do a deep-dive into a cultural topic, searching for understanding rather than for confirmation of their previously-existing opinion.

Project 3: Digital Remediation and Course Reflection

This project, which incorporates visual and written rhetorical analysis, synthesizes both the primary and secondary research on the student's proposal project. Students implement visual design principles based on classroom instruction. Students demonstrate their cultural learning as an "ambassador" for the issue they have investigated.

Instructors have three options for the medium for digital remediation: InDesign visual project, website, or research poster.

Intervention four: Reflective writing assignments

The fourth intervention is reflective writing. Written reflections help students consider, reflect, and make sense of the intercultural experiences that they are having, both inside and outside of their class time. Students complete four open-ended short reflective papers throughout the semester as well as one course reflection. The topics for these writings are flexible; students will follow their own interests and concerns related to course discussions, writing experience, and current events. We have included below assignment sheets for the journal entries and course

reflections.

Reflective writing is not an intuitive skill for most students. Many students may do one of two things: (1) describe, but stop before reflection; or (2) judge or evaluate at a very surface level. Thus, instructors must help students notice and experience cultural differences, but slow down enough to really consider the context of what is happening *before* reaching a final conclusion about its meaning. Instructors can model reflection and guide reflective discussion, pointing out along the way the importance of understanding a specific situation. Some instructors may want to implement a <u>describe-analyze-evaluate</u> model (Nam 2012). for scaffolding reflection earlier in the semester. These skills can be practiced in class, before students apply them in the journal entries.

These five reflective writings also allow instructors and researchers to assess the ongoing intercultural development of students in this course. It is through reflective pieces that we can understand what students think about their own intercultural interactions, how culturally self-aware they are, and to what extent they are changing in response to the course interventions and the university environment more generally.

Reflective writing assignment sheets

Reflective writing assignment sheets may be found in the sample materials folder.

- Course Reflection
- Journal Entries

HOW TO CREATE A TRANSCULTURATION SYLLABUS

This section of the manual is mostly ICaP-specific, but the advice here may apply at other institutions as well. As above, we invite those outside Purdue to refer to our guide to implementing the curriculum in other contexts.

Two sample syllabi are included in the sample materials folder. The following sections should remain standard:

- 1. Course Description
- 2. Multicultural Composition Approach
- 3. Assignments

Instructors will need to change the "About Me" section and the "About _, Instructor for the Paired Section" material on pages 3-4. Please include these sections, as they model for students some ways to talk about individual and cultural identity. The course policies and grading sections are at the instructor's discretion, assuming that they align with ICaP requirements.

There are 17 options for course readings. Instructors do not need to include all 17 in the syllabus. We recommend selecting 10. When selecting readings, instructors should ensure that they cover a variety of cultural topics. We do suggest selecting at least two readings that address linguistic diversity.

EFFECTIVE CLASS DISCUSSION FOR DEVELOPING INTERCULTURAL COMPETENCE

Developing IC in a classroom requires implementing an ethos of respect, openness, and curiosity. Instructors can model these behaviors for students.

Class discussion of cultural topics can seem risky and intimidating for composition instructors. Indeed, there are interpersonal risks and potential for conflict. Scaffolding class

discussion supports language development, participation, and the potential for intercultural development. Setting up classroom norms for discussion (importance of listening, ensuring that each person gets a chance to speak in groups, using "I" statements, disagreeing constructively) will also help students get the most out of discussion and navigate conflict effectively.

Nurture *cultural self-awareness* and the ability to identify and describe one's own cultural background. (This is often a challenge especially for students who are accustomed to being in the majority population of their home country. Also, many students automatically think of culture as equal to nationality, limiting their cultural self-awareness.)

Use pair and small-group discussion frequently, especially when getting students "warmed up" for the day or when beginning to discuss a new topic. As an instructor, circulate the classroom as students are engaged in discussion so that instructors can support, prompt, encourage, and intervene when necessary. Frequently mixing up the discussion pairs/groups is important, so that students become comfortable talking with a variety of classmates and are introduced to multiple perspectives.

Conflict and disagreement are a part of class discussion and IC development. The instructor must model and mentor students in how to navigate difficult discussions on complex topics.

Specifically, instructors can consider:

- Metadiscourse about culture: highlighting the effectiveness and respect of comments that they hear in class, showing students discursive strategies that promote thoughtful intercultural dialogue.
- Asking students to reflect in pairs or small groups about strategies that they think

help people discuss culture thoughtfully and respectfully.

- Highlighting and modeling the importance of asking open questions to invite dialogue.
- Discussing the role of silence in intercultural discussion and thoughtfully interrogating the cultural and social dimensions of silence.
- If a discussion is going down a path that seems problematic, pause discussion and gently model strategies to get things back on track, or, ask students to reflect on what might be derailing good conversation -- focus on observations without accusations.
- Do not shy away from conflict and controversy but show students how to navigate such situations effectively.
- Offering "sentence stems" for open questions and for stating opinions responsibly.

IC development lesson plan: interaction of culture and economics

Objective: Students will (a) review trends emerging from their research so far and (b) articulate an analysis of the interaction between economic systems and a community's culture.

Materials:

- 1. Slide Deck (see sample materials folder)
- 2. Copies of the readings "Live Free and Starve" and "Learning from Ladakh"

Procedure:

- 1. Welcome students to class and check in.
- 2. Either assign pairs or ask students to pair with someone nearby.
- 3. Have students open their "data bank" (see paired lessons for more on this).
- 4. Each partner should share the developing patterns, and make some comments or questions about what they find most interesting or unusual about the partner's description of the research trends.
- 5. Whole-class meta-discussion about usefulness of data banks and understanding research as an iterative process.

- a. What works about your data collection?
- b. What is challenging?
- e. How has your perspective changed?
- 6. Transition to reading. Ask one student for a two-sentence recap of the assigned reading.
- 7. Think-pair-share on the question, "Is there such a thing as universal human rights, and if so what are they?" Quiet writing for 3-4 minutes followed by pair discussion. Can bring it back to the whole group briefly.

Teaching Evaluations and Peer Assessments

We encourage writing program administrators and instructors to consider modifications to teaching evaluations that will capture student responses to the curriculum. While the instructors will see how students respond via reflective writing, it can be useful to gauge student responses within existing end-of-term student evaluation.

Peer assessment is a valuable part of composition instructors' professional development.

Peer assessment can mean that new instructors might observe experienced ones as they prepare to teach the curriculum. Also, peer assessment may be more formally evaluative wherein experienced instructors offered development-focused feedback to one another.

We suggest the following strategies:

- Reviewing the course goals, means, and outcomes so that peer assessments can take these into account.
- Review of lesson plans and class activities to identify what GMOs are addressed and what intercultural development targets that lessons intend to prompt.
- A pre-observation meeting between peers so that each instructor can identify areas where they would particularly appreciate feedback.
- Attention to student-to-student interaction as well as student-instructor interaction, making an effort to identify aspects of intercultural competence development that

may be happening.

• Where possible, two or three days of peer assessments so that each day might focus on one or two aspects of the course in detail.

If teaching evaluations can be modified by instructors or WPAs, we recommend adding questions that will provide insight on the student responses to the class.

- Inspiration for these questions could be drawn from the Miville-Guzman Universality-Diversity Scale-Short Form.
- Questions should be linked to the outcomes of the class.
- Open-ended questions offer a place for students to give feedback that might not fit elsewhere.

Here are some sample questions:

- To what extent did this class help you become more comfortable interacting with people whose cultural backgrounds are different from yours?
- To what extent did this class help you understand different facets of cultural identity?
- How enjoyable did you find interactions with your paired student for Project 1?
- Open ended: what did you find most interesting about this course?
- Open ended: how could this course better support your intercultural development?

ASSESSMENT OF INTERCULTURAL COMPETENCE VIA WRITING

Our assessment approach reflects the CCCC (2014) Writing Assessment Position

Statement. We've been especially attentive to engaging students in meaningful, contextualized writing, connecting curricular goals, pedagogy, and assessments, and respecting language variety and diversity. When assessing intercultural competence via writing, it's important to prompt

students to address culture in their writing. If the topics for reflection are left so open that students can choose whether to engage with culture, it becomes difficult to measure IC, since the students' writing does not make clear whether they avoid culture out of interest in something else, resistance to the curriculum, or difficulty discussing culture.

Evidence of change or development can be more comprehensively depicted if the content of the writing is culture-related. The five reflective writing assignments embedded in the linked course model curriculum and paired with interventions should primarily elicit content related to intercultural competence development. It is also important to design prompts that encourage participants to reflect on both cultural exposure and cultural interaction in order to investigate the effectiveness of the curriculum.

Reflective writing serves a dual purpose in our curriculum: (1) for assessing continuous development with respect to intercultural competence through the four reflective journals and (2) for assessing writing skill development as students compare FYW to their prior learning contexts and tie it to their projected expectations for applicability in future contexts. Thus, to determine students' dual development in these areas, it is also necessary to dedicate substantial time to teaching reflective writing skills, and to response. Instructors need to provide significant, thoughtful written feedback on journal entries that invites dialogue with students.

Measuring writing skill development in the context of the linked course model curriculum is possible because the four major writing assignments which are designed to meet FYW objectives can inform us about students' writing skillset. When evaluating students' writing skills, the assessment practices for this curriculum do not differ from general best practices in this area. Feedback should be prompt, dialogic, specific, and invitational.

Formative evaluation for students to view can include:

- Dialogue with the student: instructors can insert feedback that focuses on response to the student's ideas, encouraging them to continue reflection or think more deeply.
- Pointing out moments of development to help the students identify how they are changing in response to the classroom and concurrent life circumstances.
- Specific encouragement to take new steps to further develop IC -- perhaps seeking
 out a type of intercultural encounter or learning something new that will
 contextualize a live experience.

Evaluation of student growth after the semester for program evaluation can include:

- Identification of types of "critical moments" that seem to prompt students to engage more deeply with culture or to grow in IC.
- Looking for the types of experiences that students report benefitting from, enjoying, finding challenging, or finding difficult.
- Mapping/placing students' reflective writings on the phases of the Developmental Model of Intercultural Sensitivity (Bennett, 1993) to track development profiles of students.

For further assistance with evaluating IC via writing, please reach out to us. We'd be delighted to work with you to develop these skills.

REFERENCES AND FURTHER READING

Acheson, K., & Schneider-Bean, S. (2019). Representing the intercultural development continuum as a pendulum: Addressing the lived experiences of intercultural competence

- development and maintenance. *European J. of Cross-Cultural Competence and Management*, 5(1), 42. https://doi.org/10.1504/EJCCM.2019.097826
- Baba, Y., & Hosoda, M. (2014). Home away home: Better understanding of the role of social support in predicting cross-cultural adjustment among international students.

 *College Student Journal, 48(1), 1-15.
- Bennett, J. M., & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of Intercultural Training* (pp. 147-165). Sage Publications.
- Bennett, M. J. (1983). A developmental approach to training for intercultural sensitivity.

 *International Journal of Intercultural Relations, 10(2), 179-196.

 https://doi.org/10.1016/0147-1767(86)90005-2.
- CCCC Position Statement on the Role of Reading in College Writing Classrooms. (2021, April 1).

 Conference on College Composition and Communication.

 https://cccc.ncte.org/cccc/the-role-of-reading
- CCCC Position Statement on Undergraduate Research in Writing: Principles and Best Practices.

 (2018, June 6). Conference on College Composition and Communication.

 https://cccc.ncte.org/cccc/resources/positions/undergraduate-research
- CCCC Statement on Preparing Teachers of College Writing. (2018, June 6). Conference on College Composition and Communication.

 https://cccc.ncte.org/cccc/resources/positions/statementonprep/summary

- CCCC Statement on Second Language Writing and Multilingual Writers. (2018, June 6).

 Conference on College Composition and Communication.

 https://cccc.ncte.org/cccc/resources/positions/secondlangwriting
- This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice! (2020, August 3). Conference on College Composition and Communication.

 https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice
- Writing Assessment: A Position Statement. (2018, June 6). *Conference on College Composition and Communication*. https://cccc.ncte.org/cccc/resources/positions/writingassessment
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266. https://doi.org/10.1177/1028315306287002
- Glass, C. R., & Westmont, C. M. (2014). Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students.

 International Journal of Intercultural Relations, 38, 106–119.

 https://doi.org/10.1016/j.ijintrel.2013.04.004
- Soria, K. M., & Troisi, J. (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of Studies in International Education*, 18(3), 261–280.
- Yakunina, E., Weigold, I., Weigold, A., & Elsayed, N. (2013). International students' personal and multicultural strengths: Reducing acculturative stress and promoting adjustment.

 *Journal of Counseling and Adjustment, 91(2), 216-223.