Online Course Delivery Plan
Transculturation in Introductory Composition

Developing Intercultural Competence in First-Year Writing Courses

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About this manual

This document is designed to help writing programs and instructors adapt the Transculturation curriculum for online and hybrid delivery by offering a modular structure and guidance about hybrid approaches to instruction. This online delivery manual should be read in tandem with the Instructor Manual and Implementation Guide.

We invite your questions and feedback: info@writeic.org.

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Introduction

This document provides guidance for online delivery of the Transculturation in Introductory Composition curriculum model. We offer guidance here specific to our curriculum. Before you read this guide, please review our Instructor Manual for this curriculum, since the material we have included here will neither explain the entire curriculum nor define the critical role intercultural competence (IC) plays in it.

We operate within the principles for hybrid and online delivery set forth by Introductory Composition at Purdue in the Department of English. We encourage you to review the Hybrid English 106/108 Instructor Guide and the ENGL-106DIST Instructor Guide, both on Purdue's Introductory Composition website, alongside our course delivery guide. These guides from ICaP offer guidance about delivering first-year writing content in an online setting, adapting course policies for online environments, general information about modular curriculum formats, student communication, and considerations for hybrid delivery during a pandemic. **We have not replicated that material here but instead focus on curricular elements critical for working with multilingual learners and/or teaching intercultural competence.**

The Transculturation in Introductory Composition project integrates intercultural competence-focused pedagogy into first-year writing, in order to strengthen the IC capabilities of all students. IC development requires real-time (ideally, in-person) human interaction. We want to emphasize that this class requires either a face-to-face model of instruction, a hybrid model, or a synchronous online model. **As intercultural competence development requires substantial real-time interaction, a fully asynchronous online course delivery model is not appropriate for this course.**

In this guide, we:

1. discuss the delivery of key curricular elements.
2. offer a modular format for the curriculum, designed for hybrid or online course delivery.
3. describe two formats for online delivery of the curriculum:
    a. a **hybrid** model with some in-person and some online delivery
    b. an **all-online** model that is a blend of real-time and asynchronous course delivery.
4. articulate some important considerations for accessibility and effective online instruction with links to relevant supporting materials.

Key Curricular Elements

In our Instructor Manual, we have provided a thorough discussion of each element of the curriculum. The key course interventions are:

A. Linked sections of FYW courses
B. Multicultural reader
C. Research-based writing assignment sequence
D. Reflective writing

While some of these elements do not require much adjustment in an online environment (for example, the set of readings remain the same), others require significant adaptations. . In general, the largest adjustment is to shift the presentation of new material to asynchronous online formats, and to use in-person or synchronous online time for active learning and interaction. New material can and should be introduced asynchronously, as can much of the short preparatory writings. Reserve in-person or synchronous time for discussion, activities, questions, application of writing skills, and structured intercultural interactions. Paired meetings and structured intercultural interaction will need to be adjusted for small-group and/or online delivery.

Whether the mode of delivery is hybrid or fully online, instructors must help students become familiar with the technology or the classroom set-up is imperative, before presenting the intercultural material. Facility with course technology will help students be able to focus more fully on the intercultural and writing instruction. For a synchronous online set-up, we suggest having a short class meeting that solely helps students learn to navigate Webex (or another platform such as Zoom). This ensures students know how to log in, speak, mute, chat, and use breakout rooms. Thus, when course meetings require intercultural interaction, it is less likely that students will be distracted or stressed by technology issues.

While offering information in both written and spoken format benefits all students and is critical for multilingual students, such an offering becomes doubly important in an online environment where interpersonal interaction is more limited. Ensuring that hybrid or online delivery is organized and students know where to find information will increase the level at which students are able to engage substantively with the course content. When creating video materials, ensure that captions or transcripts accompany such materials.

A Modular Format for Curriculum Delivery

While our face-to-face traditional model for course delivery is based on a 16-week semester, for the hybrid or online options, we have organized our course into eight modules. We chose a modular format so that the course can be delivered in a number of semester formats: compressed summer semesters or fall/spring semesters of other lengths. Some modules are more complex than others. Depending on instructor preferences and the particular group of students enrolled, the modular format offers instructors the flexibility to adjust time allotted for each module accordingly.

Overview of Modules

#	Cultural Theme	Readings	Writing Skills	Assignments Due
1	Language & Culture	Villelabeitia - “In Jordan, the Hip Speak Arabizi” Anzaldua - “How to Tame a Wild Tongue” Lu - “From Silence to Words”	Awareness of language use Drafting skills Academic integrity Using the writing center	None

#	Cultural Theme	Readings	Writing Skills	Assignments Due
2	Introducing Intercultural Interaction Paired Meeting 1	Pratt - “Arts of the Contact Zone” Pamuk - “My First Passport” Hall - “The Arab World” Driscoll - “Introduction to Primary Research”	Reflective writing Primary research, interview design, using secondary research to contextualize primary research	Journal 1
3	Gender & Culture Paired Meeting 2	Annan - “In Africa, AIDS has a Woman’s Face” Alvarez - “Arranged Marriage Gets a Little Reshuffling” Ortiz Cofer - “The Myth of the Latin Woman”	Structure of a case study report Reporting findings from interviews Introduction to remediation	P1 Draft
4	Globalization	Maalouf - “Deadly Identities” Divakaruni “Live Free and Starve” Hodge - “Learning from Ladakh”	Review reflective writing Revision strategies Developing research questions Remediation follow-up	P1 Final Journal 2 Mini-remediation: reading of student’s choice as infographic
5	Education Paired Meeting 3	Greene - “Argument as Conversation” Review: Anzaldua - “How to Tame a Wild Tongue” Lu - “From Silence to Words: Writing as Struggle.”	Types of sources Using databases Structure & purpose of proposals	P2 Proposal & Annotated Bibliography Draft
6	Individualism & Collectivism Paired Meeting 4	Natadecha-Sponsel “Individualism as an American Cultural Value” Iwashita - “Why I Quit the Company”	Making a data bank Revision strategies Narrowing the focus of a project based on research-in-progress	P2 Final Journal 3 Data bank: remediating information-gathering in various usable formats
7	Intercultural Development	No new readings	Structuring a research-based argument Review drafting strategies Integrating sources into analysis	P3 Research Paper Draft Journal 4
8	Intercultural Development Paired Meeting 5	No new readings	Revision strategies	P3 Research Paper Final Course Reflection

Modular Breakdown: Specifics

Component	**Note**
Objectives	The specific, learner-centered objectives that lead students to the overarching course goal
Readings	Which course readings align with the module content.
Activities	Teaching and learning activities you and students use to meet objectives
Online tools and resources	How online tools and resources are used to lead to the objectives and goal
Assessment	How you will assess student learning toward learner-centered objectives and ultimate course goal

Module 1	**Language & Culture**
Objectives	Students will confirm understanding of course goals, outcomes, and work expected. Students will demonstrate proficiency with course technology and identify any areas where support is needed. Students will develop a conscious awareness of language use across situations. Students will identify cultural aspects of language use.
Assessment	Class discussion -- informal assessment of comprehension Optional: reading guides
Readings	“In Jordan, the Hip Speak Arabizi” “How to Tame a Wild Tongue” “From Silence to Words”
Activities	Introduction to the course, syllabus, assignments Discussion of situational awareness of language use, internal (within the self) and external (with others) Introduce expectations for technology use. Introduce norms for respectful and productive discussion. Think-pair-share discussion of readings.
Online Tools and Resources	Introduction to the course: screencast; time for questions during in-person or synchronous online meeting. Situational awareness of language use: short preparatory writing; in-person or synchronous online meeting.

Module 2	**Introducing Intercultural Interaction**
Objectives	Students will display reflective writing stills (describe, analyze, interpret) in Journal 1 Students will describe aspects of appropriate intercultural interaction. Students will demonstrate proficiency with course technology and identify any areas where support is needed.
Assessment	Journal Entry 1 Informal: class discussion, discussion board posts, reading guides
Readings	"Arts of the Contact Zone" "My First Passport" "The Arab World" "Introduction to Primary Research"
Activities	Review/recap of course technology tools. Introduction to reflective writing (screencast) + beginning drafting J1 in class. Screencast introduction for P1 (foreshadow remediation by demonstrating via screencast) Discussion of previous experiences with intercultural interaction Screencast + follow-up discussion on interview techniques. Paired course meeting: pairing and logistics for P1, get to know partners
Online Tools and Resources	Screencasts for new material and review material Zoom/WebEx/web conferencing platform with breakout rooms for synchronous meetings

Module 3	**Gender & Culture**
Objectives	Students will demonstrate appropriate intercultural conversations via partner interviews and in-class discussion Students will integrate primary research findings with limited secondary research
Assessment	Project 1 Draft
Readings	“In Africa, AIDS has a Woman’s Face” “Arranged Marriage Gets a Little Reshuffling” “The Myth of the Latin Woman”
Activities	In-class think-pair-share reflection on gender & culture. Introduce *stereotypes* as a concept; discuss. Introduce strategies for analytical paragraphs that integrate multiple sources; implement skills during in-class writing as well as out-of-class P1 drafting Introduce remediation as a concept; show infographic samples
Online Tools and Resources	Captioned screencasts Breakout rooms (if fully online) Collaborative word processing platform for drafting

Module 4	**Globalization**
Objectives	Students will effectively revise a previous draft to improve on targeted writing skills Students will identify and articulate a culturally-situated research question
Assessment	Journal 2
Readings	“Deadly Identities” “Live Free and Starve” “Individualism as an American Cultural Value”Natadecha-Sponsel “Learning from Ladakh”
Activities	Review “Contact Zone” and connect to this module’s readings. Discussion of assimilation, acculturations, transculturation, and cultural isolation in the context of globalization Introduction to research questions and culturally situated issues. Use readings to support these investigations Review revision skills; apply via asynchronous workshopping Remediation discussion: workshopping in digital spaces. How do F2F, online synchronous, and online asynchronous support writing development, but in different ways? Benefits and drawbacks of each approach.
Online Tools and Resources	Captioned screencasts WebEX and breakout rooms for synchronous meetings Online shared word processing space (whichever option is supported by the institution) for asynchronous revision workshops (Use tutorials/checklists for teaching students how to use the sharing, suggesting, and commenting features of supported platform)

Module 5	**Education**
Objectives	Students will describe cultural aspects of their own pre-higher education and identify how cultural aspects of school socialize individuals Students will draft a clear, concise research proposal Students will identify appropriate peer reviewed and non-peer reviewed sources for investigation of a specific research question
Assessment	Cultural Investigation Proposal and Annotated Bibliography Draft
Readings	Greene - "Argument as Conversation" Review "From Silence to Words: Writing as Struggle" Review "How to Tame a Wild Tongue"
Activities	Paired meeting 3 Activity: view clips of American & British classroom (int'l) and a classroom from East Asia (mainstream[1]); discussion of how cultural characteristics of pre-higher education socialize expectations for educational spaces. Tie in remediation: how do these clips present information differently from academic articles? Discussion of "Argument as Conversation" and application to course research projects. Sample research proposal review and discussion Revisit material on research questions; revise and specify students' individual research questions
Online Tools and Resources	Captioned screencasts WebEX/Zoom and breakout rooms (if fully online) Purdue OWL Research and Citation Resources for online independent work Microsoft Excel or other sheets software for data entry, storage, and analysis Zotero, Mendeley, or EndNote libraries (citations, notes, and tags) for organizing research: consult librarians for support if needed Online shared word processing space (whichever option is supported by the institution) for peer review

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[1] We dislike the term "mainstream" as it is hegemonic; however, it is the word used at Purdue and we are still searching for a suitable replacement.

Module 6	**Individualism & Collectivism**
Objectives	Students will articulate where their home culture(s) fall on the cultural scales (see handout) and why. Students will apply revisions strategies to their P2 final paper. Students will demonstrate ongoing, developing secondary research skills.
Assessment	Cultural Investigation Proposal and Annotated Bibliography Final Journal 3
Readings	Natadecha-Sponsel "Individualism as an American Cultural Value" Iwashita - "Why I Quit the Company"
Activities	Paired meeting 4: Cultural Scales activity Research data bank set-up: discussion of data banks as remediation for analytical purposes as part of the research process More in-depth information on library/secondary research Discussion of narrowing the focus of a research project Review revision strategies
Online Tools and Resources	WebEX/Zoom and breakout rooms for synchronous meetings Microsoft Excel or other sheets software for data entry, storage, and analysis Zotero, Mendeley, or EndNote libraries (citations, notes, and tags) for organizing research Online shared word processing space (whichever option is supported by the institution) for peer review and draft development

Module 7	**Intercultural Development**
Objectives	Students will shape a research-based argument in response to their cultural investigation research question. Students will integrate a variety of sources into their research paper to develop the argument. Students will write a well-developed reflection that displays intercultural development in comparison to their earlier journals.
Assessment	Journal 4 Cultural Investigation Research Report Draft
Readings	*No new readings* Review Greene - "Argument as Conversation"
Activities	Review Greene reading and discussion of argument structure. Use data bank to identify trends, gaps, develop argument
Online Tools and Resources	WebEX/Zoom and breakout rooms for synchronous meetings Multi-user document editing platform supported by the institution

Module 8	**Intercultural Development**
Objectives	Students will reflect on their cultural and writing development via a well-developed, organized course reflection assignment. Students will demonstrate revisions skills on their final paper, displaying an improvement in analytical depth and structure.
Assessment	Cultural Investigation Research Report Final Course Reflection
Readings	*No new readings*
Activities	Screencast quick review of reflective writing strategies Screencast quick review of revision strategies Small group/whole class discussions of intercultural development *Formal activities limited in this module so that students concentrate most energy on revision and polishing their final papers.
Online Tools and Resources	Zotero, Mendeley, or EndNote libraries (citations, notes, and tags) for organizing research Online shared word processing space (whichever option is supported by the institution) for peer review and draft development

Hybrid Model

Hybrid courses replace a portion of traditional face-to-face instruction with web-based online learning. The amount of face-to-face instruction that is replaced by online learning in hybrid classes varies greatly by institution, class, discipline, and learning objectives. For more on how a hybrid model delivery will be implemented in ICaP, please see the English 106/108 Hybrid Instructor Guide, linked at the opening of this document. Pay close attention to the information about dividing your students into mini-sections for the limited in-person instruction. You will need to coordinate with your paired section instructor as you set up these mini-sections so that P1 partners are assigned to the same mini-section.

A hybrid model *prioritizes active learning* during the face-to-face interactions. This means that presenting material, such as lectures or introductions to assignments, can be done through technological means such as video or audio recordings. Then, class time is spent on interaction, discussion, workshopping, or answering follow-up questions. Paired and small-group work will need to be spaced out, so encourage students to speak up and sit near but six feet apart from that partner (when Covid is a concern).

Here are the parts of the course we recommend doing in person whenever possible: paired course meetings, structured intercultural interactions. However, it is entirely realistic to do an all-online delivery.

All-Online Model Using Blended Course Delivery

The Transculturation all-online delivery model combines synchronous and asynchronous online instruction. Using both modes of instruction creates opportunities for collaboration (virtual classroom and small groups) and independent individual learning (online).

As with ENGL 106-DIST, we recommend beginning with a short recorded video sent at the beginning of the semester. For this course, model a clear and accessible discussion of your own cultural background. This video will help build community and socialize students into the course. Consider having students add either written or video comments to introduce themselves.

Because intercultural competence development requires substantial interpersonal interaction and active discussion, we adopt a “flipped classroom” model for delivery of this course, to determine which course activities are synchronous and which are asynchronous. In flipped classrooms, students complete the lecture portion outside class independently and in-class activities are highly interactive. For example, students read a text, do a reading guide, watch a short lecture , and write one paragraph of discussion preparation writing on their own. Then, they meet as a whole class via Zoom or Webex for discussion on the module’s theme. They will be well prepared for this discussion because of the individual preparation activities The instructor can make good use of breakout rooms for small group work, followed by whole-class discussion. In this flipped model, students have the chance to first engage cultural ideas via text individually, which is lower risk. This low-risk engagement prepares them for effectively participating in structured intercultural discussion, which is a higher-risk activity.

Strategies for Reading Discussions

1. Modified think-pair-share: short, informal “think” preparatory writing should be completed before class; actual discussion in class.
2. Follow-up discussion board posts to in-class or synchronous online discussion.
3. Use of breakout rooms in Webex or Zoom for pair or small group discussion.
4. Encourage the use of both spoken words and chat functions when on an online platform.

Paired Meetings in an Online Environment

1. Meet ahead of time with your paired instructor to explore the online environment (such as Zoom or Webex)
2. You will need to make a much more detailed plan for the class since online meetings limit the physical cues and spontaneity of the in-person classroom.
3. Remember that there is a little lag time when people speak.
4. Ensure that the paired meeting isn’t the first time students have used the Zoom or Webex environment for your class.
5. Give a clear overview of the paired meetings to the students once they “enter” the learning space.
6. Use breakout rooms and shared documents for small group work.

Using the Learning Management System Effectively

1. Signpost material and organize carefully so that students can locate the necessary material.
2. As much as possible embed material (i.e., videos) directly in the LMS rather than providing an external link. This helps centralize student access to material.
3. Explore all functions of the LMS, including discussion board, group work, quiz, and file sharing options.
4. If you use other web tools and apps (e.g., blogs, social networks, YouTube videos, Google classroom, etc.) be sure to consider two thing: (a) is the web tool accessible in every country, or will there be issues with blockage and (b) does this web tool add something critical to the course that cannot be done with the LMS?

Determining Synchronous & Asynchronous Course Activities

As you plan your teaching, please think through which activities are well suited to the interactive time and which can be done asynchronously or independently. Our recommendations are below, but you may decide to adjust these based on your specific group of students.

Real-Time Interactive: Intercultural activities, discussion, pair or small-group work, instructor conferences, answering questions about the assignments, some drafting activities

Independent Asynchronous: Reading and reading guides, presentation of lecture materials, introduction to assignments, peer review, (online) library research, some drafting activities

Design Considerations

We have limited our “best practices” discussion in this document because such information is readily available elsewhere. For explanations of best practices for online writing instruction, we recommend the CCCC Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI) and the CWPA/CCCC Joint Statement on Instruction During the Covid-19 Pandemic. However, there are a couple points worth emphasizing specifically here as well.

Some specific areas to consider when designing online writing instruction are:

- *Technology skills:* Make sure students know how to use any technology implemented as a part of the course.
- *Technology access:* Double-check that students can access, open, download, and use any digital resources.
- *Accessibility:* Design online learning components with universal access and different learning styles in mind. Consider especially the needs of international or multilingual students: time zones, website blocking, presenting information in multiple modes (i.e., written and oral).
- *Flexibility*: Both hybrid and completely online course delivery, particularly during a pandemic, requires a special level of flexibility among both instructor and students. We encourage you to think creatively rather than rigidly, and to be generous with yourself and your students throughout the course. Many course activities can be done in several different ways.