



Syllabus

Course: ED312 D & ND Language and Culture
Credit: 3 hours
Semester: Spring 2022 (Cycle 5)
Day and Time: Mondays 8 – 11 a.m.
Location: East Education Building, Room 125
Instructor: Dr. Valerie Piercey
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I. DESCRIPTION

This course will examine how to effectively teach students from a range of cultural and linguistic backgrounds. The purpose will be to develop a broad understanding of the definition and nature of culture and appropriate teaching strategies and materials for diverse students. (Prerequisite for education majors: ED190 or permission from the Education Department program director)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation Program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Define and describe the key components of culture, and the intersection between language and culture.
 - a. MTS 1C5; 2C4; 3C2; 3C3; PLO-1, PLO-4
 - b. Assignments: A, B, C
 2. Articulate and reflect upon key topics and challenges facing teachers in multicultural environments.
 - a. MTS 1C5; 5C1; 5C3; PLO-2, PLO-4
 - b. Assignments: A, B, C
 3. Synthesize an examination of cross-cultural frameworks, theories, and key issues into a set of best practices for approaching the cross-cultural or multicultural classroom.
 - a. MTS 1C5; 2; 5C1; 5C3; PLO-1, PLO-4
 - b. Assignments: A, B, C, D
- B. Specific competencies to be achieved. The student will:
1. Articulate and analyze the foundational concepts and components of culture and explain how they are present in the classroom environment.
 - a. MTS.1C1; 1C3; 1C5; 2C6; PLO-1, PLO-4
 - b. Assignments: A, B, C, D
 2. Describe the major aspects of cultural perspective and evaluate how they impact the teaching and learning connection.
 - a. MTS.1C1; 2C3; 2C5; PLO-2, PLO-4
 - b. Assignments: A, B, C, D
 3. Define culture shock, identify its stages, causes, and aspects, and construct an approach to teaching students who are experiencing culture shock.
 - a. MTS.1C1; 1C3; 1C5; 2C5; PLO-4
 - b. Assignments: A, B, C, D
 4. Classify the types of nonverbal behavior and articulate how they relate to culture and the classroom.
 - a. MTS.1C1; 1C3; 6C1; PLO-2, PLO-4
 - b. Assignments: A, B, C
 5. Describe the concept and features of societal roles and identities and analyze their impact in the classroom environment.
 - a. MTS.1C2; 3C2; 6C2; PLO-2, PLO-4
 - b. Assignments: A, B, C
 6. Review the concept of pragmatics and analyze how students use language in the social context of the classroom.
 - a. MTS.1C4; 1C5; 3C2; 6C2; PLO-2, PLO-4
 - b. Assignments: A, B, C, D
 7. Develop an understanding of what it means to “incarnate Christ” in the act of teaching.
 - a. MTS.2C4; 2C5; 2C6; PLO-1
 - b. Assignments: A, B, C

III. MATERIALS

A. Required Textbooks

DeCapua, Wintergerst, *Crossing Cultures in the Language Classroom Second ed.*
Michigan, University of Michigan Press 2016. ISBN-13: 978-0-472-03641-7
(Retail \$30.50)

Lingenfelter, Lingenfelter, *Teaching Cross-Culturally*
Michigan, Baker Academic 2003. ISBN-13: 978-0-8010-2620-2
(Retail \$18.00)

The Bible (see note below in course policies).

B. Additional Reading

You will be expected to read additional material (handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

C. Reading Requirements

To accomplish all of our learning goals, you will need to be engaged in a significant amount of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, written reactions to your reading will be required. You are encouraged to focus upon the questions posed in the Reading Assignments/Final Exam Review Sheet provided by your professor. ***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important!*** Your quizzes and exams will be drawn from your reading assignment questions.

IV. REQUIREMENTS

- A. Reading and Responses: A reading schedule will be provided at the beginning of the cycle. Students are required to complete each weekly reading and submit a two page response. Students will also be required to create entries in a “best practices” journal on a weekly basis.
- B. Chapter Questions: In addition to reading responses, specific questions and/or exercises will be given for each chapter on a weekly basis.
- C. Class Discussion: Engagement in discussion will be accomplished both in class and online. Students are required to participate in both, and plenty of opportunity will be given.
- D. A research project will be due toward the end of the cycle. Students will select an international student from a non-American culture. They will conduct interviews with this individual to create a cultural profile and discover the challenges that they have faced in a learning environment. A brief presentation will be made to the class.

V. METHODS

A. Teaching

1. Lectures
2. Large group discussion
3. Small group discussion
4. Reading with written responses
5. Completion of chapter exercises
6. Research assignment and presentation

B. Grading

1. Weight given to assignments:

Reading and responses	20%
Chapter exercises	20%
Discussion Participation	15%
Research Project	20%
Quizzes	15%
Final Exams (1)	10%

2. Late Assignments

Late assignments will be penalized 5% of the grade on that assignment per calendar day. This does not apply to the reading assignments for which there are no late assignment options.

3. Letter/Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT AND NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a book bag/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

C. Plagiarism Statement

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

D. Attendance

In an eight-week course that relies upon discussion and classroom interaction, every class session is crucial. To allow for the challenges of life, however, one absence will be allowed under the following conditions: First, that the student watch the recorded video of the missed class, and second, that the student write a response to the discussion and lecture that was missed. Additional absences will result in the loss of a letter grade per absence, and still require the make-up work.

Any student arriving up to 15 minutes late will be recorded as tardy. Three tardies will be counted as an absence and will also contribute to the one-absence limit. Any student arriving later than 15 minutes to class will be counted as absent for the session.

Situations such as a severe/sudden health problem, or a death in the family will be considered on an individual basis and may require appropriate documentation.

Any dispute over attendance should follow the Matthew 18:15-16 principle with the student meeting first with the professor to address the issue.

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (asc@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*