

**Associated Canadian Theological Schools  
LIN 571 – Training Across Cultures for Linguistics**

Dr. James D. (Jim) Cunningham  
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 Fall 2008, Mondays 6:30-9:30 PM  
 3 credit hours

Catalogue Description	Principal Objectives	Primary Resources
<p>This course provides linguists, translators and literacy trainers with principles of adult learning to increase their knowledge, skills and attitudes as effective trainers of adults in cross-cultural settings. Students will interact with literature in adult education; describe how these principles might apply cross-culturally; practice teaching using these methods; then analyze and compare approaches used in other cultures with practical application to training across cultures. While the focus is for training linguists, the principles can be applied to training adults in a wide variety of training situations.</p> <p><b>Maximum: 12 Students</b></p>	<p>By the end of this course, participants will have:</p> <ol style="list-style-type: none"> <li>1. examined ways of facilitating adult learning and teaching across cultures.</li> <li>2. read and evaluated resources related to adult learning theory and cross-cultural teaching.</li> <li>3. designed and taught one 40-minute teaching module using adult education principles and methods.</li> <li>4. examined how these methods apply to teaching linguists cross-culturally</li> </ol>	<p>Vella, Jane (2008). <i>On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action</i> . San Francisco: Jossey-Bass.</p> <p>Lingenfelter, Judith E. and Lingenfelter, Sherwood G. (2003). <i>Teaching Cross-Culturally: An Incarnation Model for Learning and Teaching</i>. Grand Rapids: Baker Academic.</p> <p>Vella, Jane. <i>Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults (Revised Edition, 2002)</i>. San Francisco: Jossey-Bass</p> <p>Palmer Parker J. (1998). <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life</i>. San Francisco: Jossey-Bass.</p>

Date	Themes/Topics	Pre-reading	Assignment Due
Class #1 08 Sep	<b>Resources and Needs Assessment</b> – <i>Who needs what as defined by whom?</i> Overview – Expectations – How the Disciples Learned How Adults Learn – 7 Design Questions WHO: Resources and Needs Assessment Discovering Motivational Themes within another culture <i>Summary &amp; Feedback</i>	Vella, Jane <i>Learning to Listen, Learning to Teach</i> : pp. 1-70  Vella, Jane. <i>On Teaching and Learning</i> : pp.1-49	Turn in RNA (Resources and Needs Assessment)
Class #2 15 Sep	<b>Safety in the environment and the process.</b> <i>We create a context for learning. That context can be made safe.</i> WHY Adults Learn WHAT INDICATORS: How we Know they Know HOW: Monologue/Dialogue: Two Approaches to Adult Learning in a Cross-Cultural context HOW: Open Questions– Showing Respect Function and Forms of Learning <i>Summary &amp; Feedback</i>	Vella, Jane <i>Learning to Listen, Learning to Teach</i> : pp. 71-148 Walker, “Learning That LASTS” (handout) Vella, Jane. <i>On Teaching and Learning</i> : pp. 51-126 Spielmann, Margaret. “Evaluating Training” (handout)	
Class #3 22 Sep	<b>Sound Relationships between teacher and learner and among learners</b> WHAT: Use of Visuals in Teaching Ideas, Feelings and Actions Achievement-based Learning Objectives HOW: Learning Tasks for Training The Four C’s: Connection, Content, Challenge, Change <i>Summary &amp; Feedback</i>	Vella, Jane <i>Learning to Listen, Learning to Teach</i> : pp. 149-223  Vella, Jane. <i>On Teaching and Learning</i> : pp.127-146	Reading Report a
Class #4 29 Sep	<b>Sequence of content and reinforcement:</b> <i>from simple to complex, from easy to more difficult, sequence and reinforce learning.</i> HOW: Using the Design Guide Putting it All Together– Design in Pairs <i>Summary &amp; Feedback</i>	Vella, Jane. <i>On Teaching and Learning</i> : pp.149-165 Walker, “How to Use the 7 Design Questions” and “The 4 Cs of Change” (handouts).	Reading Report b
Class #5 06 Oct	<b>Praxis:</b> <i>action with reflection, or learning by doing</i> HOW: Giving and Receiving Feedback Practice Teaching #1, with Feedback <i>Summary &amp; Feedback</i>	Palmer Parker J. (1998). <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life</i> . San Francisco: Jossey-Bass.	
Class #6 20 Oct	<b>Respect for learners as decision-makers.</b> HOW: Facilitation Skills Practice Teaching #1, with Feedback <i>Summary &amp; Feedback</i>		
Class #7 27 Oct	<b>Ideas, feelings, actions:</b> <i>cognitive, affective, and psychomotor aspects of learning.</i> HOW: Practice Teaching #2, with Feedback <i>Summary &amp; Feedback</i>	Kohls, L. Robert and Brussow, Herbert L. (1995). <i>Training Know-How for Cross-Cultural and Diversity Trainers</i> . Duncanville, TX: Adult Learning Systems.	Reading Log
Class #8 03 Nov	<b>Immediacy of the learning:</b> HOW: Practice Teaching #2, with Feedback <i>Summary &amp; Feedback</i>		
Class #9 17 Nov	<b>Clear roles and role development</b> - <i>who does what?</i> HOW: Practice Teaching #2, with Feedback Application: Teaching Linguists Cross-Culturally <i>Summary &amp; Feedback</i>		
Class #10 24 Nov	<b>Teamwork and use of small groups.</b> <b>Engagement of the learners in what they are learning.</b> HOW: Cross-Cultural Teaching and Learning Reports using principles of Teamwork, Small groups and engaging the learners <i>Summary &amp; Feedback</i>	Lingenfelter, Judith E. and Lingenfelter, Sherwood G. (2003). <i>Teaching Cross-Culturally: An Incarnation Model for Learning and Teaching</i> . Grand Rapids: Baker Academic.	Cross-cultural reports
Class #11	<b>Accountability:</b> <i>how do they know they know?</i> WHAT INDICATORS: Evaluation: What Proofs of		Reflective paper evaluating two

01 Dec	Learning? Closure <i>Summary &amp; Feedback</i>		practice-teaching modules
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### Assignments [Percentage of final grade in brackets]

1. **Two Reading Reports:** (500 words each) [10]  
 In each report identify principles that have direct application to training linguists in a cross-cultural setting as identified in the following texts:  
 a) Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* (Revised Edition, 2002). San Francisco: Jossey-Bass  
 b) Vella, Jane. *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action* (2008). San Francisco: Jossey-Bass.
  
2. **Annotated Bibliography:** (200-250 words per annotation) [20]  
 Complete 10 readings (texts or journals) on the theme: ‘Training Across Cultures’.  
 Submit completed annotations on My Courses.
  
3. **Two Teaching Modules:** (two 40 minute learning (practice teaching) modules) [40]  
 Participants work in teams of two to teach some aspect of training across cultures.  
 Module One is based on a need revealed from your RNA of class members.  
 Module Two addresses a topic related to Linguistics.  
 Each participant is lead teacher in one session and co-teacher in the second.
  
5. **Reflective Paper on Lead Teaching Module:** (1000 words max) [10]  
 Using the feedback received in class and principles of Evaluation discussed in readings prepare an evaluation of your (Lead) Teaching Module indicating a rationale for changes you will incorporate the next time you teach this topic.
  
6. **Participant-Observer:** 4-6 hours in a Cross-Cultural Learning-Teaching Module(s) [20]  
 Be a participant-observer in a setting(s) that demonstrates aspects of cross-cultural adult learning/teaching models within an ethnic community in the Lower Mainland.  
 Prepare a report (1000 words) of the principles you observed including your assessment of teaching/learning principles for training across cultures.  
 Present a 5 minute summary to the class with handouts.

## Bibliography

### Subjects

1. **Theory:** General teaching and training theory
2. **Exploring:** Knowing Learners, Teachers, Self; Professional Development
3. **Designing:** Planning events, Designing modules, Forming goals and objectives
4. **Delivering:** Teaching, Presenting, Techniques
5. **Evaluating:** Includes ongoing learning, Mentoring models

### 1. Theory

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**Evaluation:**

Final course grades will be assigned according to the standard university grading system. (See TWU academic calendar) All formally-presented work (i.e. essays and papers which are not part of a midterm or final exam) must be typewritten in regular 12-point print, with double spacing between lines, and with appropriate margins. Ignoring this standard formatting, or excessive spelling or grammatical errors may result in reductions of up to 2% maximum in the final grade of the assignment

**Attendance Policy**

Students are expected to attend all face-to-face sessions as scheduled and participate enthusiastically in collaborative group work. No minimum number of visits to the course website or group discussion pages is required.

**Examination Policy**

There is no formal examination LIN 571. Evaluation in this course is based primarily on the assignments completed. Individual participation is evaluated on the basis of collaborative quality and the substance of contributions to group efforts.

**Final Grade Requirements**

All course requirements must be completed in order to pass the course.

**Late Assignments Policy**

In general, late assignments will be subject to the loss of a full letter grade with limited global comments from the instructor.

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

### **Paper Formatting**

Students need to adhere to Turabian format except in counselling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

## **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/ethics/Main.asp>. Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

## **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

## **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.