



CLASS #LD 5151 Cross Cultural Teaching Seminar Credit Hours: 3
Fall Bimester, 2008 Session 2-3 Aug 22 – Oct 17 Mahler, 3 Tue 1:30-3:15

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Web Site: <http://www.gial.edu/moodle/>: Course support site: contains course handouts, and basic information if you must miss a class. The site may grow throughout the course.

Description:

After completing this course, students will be able to analyze a teaching process from the perspective of learning and teaching styles, and identify factors relevant to teaching cross-culturally. They will perform a teaching task, and be able to identify concepts from intercultural communication that could facilitate or impede the teaching process in a cross-cultural context.

Prerequisites:

- LD 4350 Language & Society
- LD 4505 Second Language & Culture Acquisition

Course Outcome Objectives: Competencies, Skills, and Abilities

This course fits into the mission of the Graduate Institute of Applied Linguistics by “providing training and research opportunities ... and equipping students with the skills to train and serve others.”

This course has no prerequisite education courses, but recognizes that our graduates may be called upon to share their knowledge with others in formal and informal learning situations. The course surveys important concepts in adult education, intercultural communication, and intercultural training. By the end of this course, students will have demonstrated the following competencies:

Theory and Practice (Cognitive)

1. Understand and discuss the theory, principles and practice of self-directed, life-long learning skills and the responsibilities of the learner and the facilitator in the learning process
2. Discuss essential issues in adult learning theory, including key concepts and assumptions about adult learners and adult education.
3. Define various teaching models (pedagogy, andragogy, and synergogy) and explain when and why each model may be appropriate for communicating knowledge, skills, attitudes, understanding, values, and relationships to learners of other cultures.
4. Understand and discuss the theory, principles and practice of intercultural communication for understanding and working with people of other cultures.
5. Explain the difference between learning for life in one’s own culture (enculturation) and how to learn for life in a different culture (acculturation).

Application (Skills)

6. Apply facilitation, group and interpersonal skills both in the context of one's own culture and with people of other cultures by having learned the basic theory, principles and practice of each and practiced them in a small group.
7. Apply basic principles of intercultural communication for communicating and teaching cross-culturally.
8. Apply principles of adult learning to intercultural communication and identify some effective trainer competencies for intercultural service.
9. Integrate and apply these principles and skills into a personal model for effective intercultural training.
10. Prepare presentations and present them to a group.

Research Skills

11. Use the Internet to conduct research on a topic related to this course.
12. Produce resource materials that encourage a self-directed, life long learning attitude toward intercultural training and adult education
13. Prepare a paper on a course topic in a format suitable for presentation for professional audiences or publication.

Affective (Attitudes)

14. Reflect on challenges to one's worldview posed by intercultural communication, culture shock, and teaching cross-culturally.

Texts:**Required**

Brussow and Keitzman. *Essentials of Training*. World Link University. (class handout)
 Lingenfelter, Judith E., and Sherwood G. Lingenfelter. 2003. *Teaching Cross-Culturally: an Incarnational Model for Learning and Teaching*. Baker Academic.

Suggested readings will be on reserve in the library or class handouts.

Periodic handouts for different topics will be given to the students for specific class sessions.

Selected readings from:

Bennett, Milton, ed. 1998. *Basic Concepts of Intercultural Communication*. Yarmouth, ME: Intercultural Press.

Brookfield, Stephen D. 1987. *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass Publishers. 1-55542-356-6.

Daloz, Laurent A. 1999. *Mentor: Guiding the Journey of Adult Learners*. San Francisco: Jossey-Bass Publishers. 0-7879-4072-0. (Revised and expanded version of *Effective Teaching and Mentoring*).

Knowles, Malcolm S. 1990. *The Adult Learner: A Neglected Species*, 4th ed. Gulf Publishing Company.

Kohls, L. Robert, and Herbert L. Brussow. 1995. *Training Know-How for Cross Cultural and Diversity Trainers*. Duncanville, TX: Adult Learning Systems.

- Merriam, Sharan B., and Rosemary S. Caffarella. 1999. *Learning in Adulthood: a Comprehensive Guide*, 2nd ed. San Francisco, CA: Jossey-Bass Publishers.
- Ormrod, Jeanne Ellis. 1999. *Human Learning*, 3rd ed. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Reagan, Timothy. 2005. *Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice*, 3rd ed., Lawrence-Erlbaum Associates, Publishers.

Readings from other books in the GIAL library and on reserve. Other suggested readings are given in the appended reading list.

Course Outline:

The course content areas are identified in the appended tentative outline/assignments, which will serve as a guide for the course. This outline may change depending on student needs and input.

Methods of Instruction:

Classes will meet Tuesday afternoons in Mahler 3 at 1:30-3:15 for eight weeks. Instructor or student presentations of topics will be followed by periodic small group discussions of topics, with summary or integration reports given to the whole class. Feedback and debriefing will be a part of each activity to ensure that understanding is consistent with what is being presented.

The instructor will identify and present several different models of learning and their relevance to intercultural training. Students will discuss these different learning theories in small groups during class and present their conclusions to the whole class.

The following should be guiding concepts for discussion of the topics during the small group discussions and brief reports back to the whole class:

- Philosophy
- Theory
- Methodology
- Principles
- Practice
- Application, how and why, it fits and enhances Intercultural Communication.

During presentation specific examples might be requested to illustrate the reason for your statement and the outcomes of your group discussion

Methods to be Used to Assess Outcomes:

Written Assignments

- **Format for papers:** A goal for graduate study at GIAL is to prepare students to do graduate research and interact with professionals in the student's area of expertise. This includes preparing presentations for workshops and seminars, as well as papers for professional journals and conferences. In keeping with this goal, papers for this course should conform to expectations of professional journals. To help students gain experience in formatting papers for submission to anonymous reviewers for publication, the following format will be expected and required for papers in this course:

- All papers will be double-spaced, word processed with 12 pt maximum text font size, Times Roman font, with 1 inch margins, and follow a major style sheet (MLA, AAA, APA, or Chicago), for format and citations.
 - A cover page, consisting of a title, author, course number and name, and date.
 - An abstract of the paper of approximately 100-120 words. This may be the first section of the paper, but should have a heading of “Abstract.”
 - Section headings and subheadings, according to the format specified by your chosen style sheet.
 - A header with paper title (may be the first few words of a long title) and page number (no name on any page other than title page).
 - A separate page of references
- Students will write four short (3-5 page) essays or statements demonstrating their understanding and application of the course topics (45% of grade). These will include the following topics:
 1. Explain the difference between training and education in the context of adult learners. Include a statement of desired results and the demands and expectations of both the instructor/facilitator and the learner. (10%) [Objectives 1, 2, 3]
 2. Explain what you consider to be the important issues in intercultural communication and training, and how the concepts of enculturation and acculturation affect these processes. (10%) [Objectives 4, 5, 6, 7, 8]
 3. Articulate your personal philosophy of cross-cultural training that incorporates key concepts covered in this course. (10%) [Objectives 9, 11, 14]
 4. Choose a book chapter or journal article on some aspect of training or teaching cross-culturally and write a summary or review, including a brief description, analysis, and application of the material. (15%) [Objectives 11, 13, and others]
 - Students will conduct Internet research on a topic related to this course. Students will find at least *three* online sources for the topic, print them and append them to a 3-5 page summary of their findings, demonstrating their ability to analyze, synthesize, and integrate their findings with their own experiential learning and other resources presented in the course. [Objectives 11, 13, and others] (10%)

Other Assignments

- Students will choose a class period with a topic of interest to them. They will prepare and present to the class a learning module of their choosing on that topic. Class presentation will demonstrate that the student has done research beyond the material in the assigned readings. This presentation should include preparation of overheads, such as a PowerPoint presentation, with audience handouts summarizing the material presented, and a list of sources cited. (25% of grade) [Objectives 10, 12]
- Attendance is expected, and full participation in class discussion and small discussion groups is expected. Students should come to class prepared for discussion by having read the assigned readings prior to class (20% of course grade). [All objectives]

NOTE: Since this course encourages, but does not require, the use of student learning contracts, as specified in Malcolm Knowles' *The Adult Learner*, a student's learning contract may, by mutual consent with the instructor, specify substitutes for any or all of the above requirements except the student's class presentations on a course topic and the research summary.

Evaluation and assessment. No tests will be given. Competence will be assessed through course projects and classroom participation.

Bibliography:

Resources are available through the GIAL Library, through interlibrary loan and the appended selected bibliography.

Financial Aid:

"Students receiving financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid a student receives during the current bimester, and might affect their eligibility for aid in the future."

Disabilities:

"Once admitted to this course, a student who has provided documentation of disability to the Dean of Students has the responsibility of informing the course head in writing during the first week of class of any disabling condition that may require modifications to avoid discrimination."

Grievance, Discipline, and Appeals Procedure:

"Faculty members commit themselves to abide by GIAL's Grievance and Discipline and Appeal procedures as stated in the Student Handbook and the Catalog."

Posting of Course Grades:

"Each faculty member may, at their discretion, post or otherwise distribute to the students course grades for each class in a manner that protects the privacy of each student's grade. Final course grades provided to a student by a faculty member are not official. Official grade reports are available only through the Registrar's Office."

Course Schedule:

Readings indicated will be **due** for the class period indicated, for discussion during that class.

1. 8/26/08 Introduction and Overview

- Introductions and Overview
- Adult Education/Learning
- Theory and practice
- Learning contracts
- Contrast training and education

Readings: *Training Know-How*: Knowles, “Learning Contracts” (pp. 171-177)

2. 9/2/08 Intercultural Training

- Contrast with traditional education
- Similarities and differences from adult education in one’s own culture

Readings: Lingenfelter and Lingenfelter, *Teaching Cross-Culturally, Chapters 1-5.*

3. 9/7/08 Trainer competencies for cross-cultural work**Readings:**

Lingenfelter and Lingenfelter, *Teaching Cross-Culturally, Chapters 6-9.*

Paige in *Training Know How*

4. 9/16/08 Adult Education

- Basic principles
- Pedagogy, Andragogy and Synergogy
- Self-directed and life-long learning
- Is Self-Direction and/or Life-Long Learning a *Western* concept/practice?
- Learning communities, learning styles

Readings:

Summary of Brookfield’s *Developing Critical Thinkers*

Ormrod, *Human Learning, Chapter 1. Definitions and Perspectives of Learning*

5. 9/23/08 Integration of adult learning and facilitation

- Adults prefer to be and are largely self-directed
- Facilitation provides assistance in the learning process.
- Facilitator provides encouragement, supervision and evaluation

Readings:

Malda’s Summary of Daloz’s *Mentor: Guiding the Journey of Adult Learners.*

6. 9/30/08 Intercultural Communication

- Contrast enculturation and acculturation
- Discuss low-context and high-context cultures.
- We have cross-cultural experiences and culture shock as adults

Readings:

Bennett, *Basic Principles of Intercultural Communication*

Hall, *Context and Meaning.*

7. 10/7/08 Intercultural Communication

- Theory, Principles and Practice

Readings: Dodds, *Basic Principles of Intercultural Communication*

8. 10/14/08 Issues in Training People of a Different Culture

- Facilitation and interpersonal skills both in the context of one's own culture and with people of other cultures
- Consulting skills in an intercultural context

Readings: *Essentials of Training*

Suggested Bibliography

In addition to the course readings recommended above, the following include some suggestions for further study in the specified areas.

Adult Education

Highly Recommended

Brockett, Ralph G., and Roger Hiemstra. 1991. *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice*. London, England: Routledge.

Holmes, Arthur F. 1975. *The Idea of a Christian College, revised edition*. Grand Rapids, MI: William B. Eerdmans Publishing Co.

Houle, Cyril O. 1961. *The Inquiring Mind*. University of Wisconsin Press.

Knowles, Malcolm S. 1975. *Self-Directed Learning: A Guide for Learners and Teachers*. Association Press. 0-695-81116-9.

Wlodkowski, Raymond J. 1993. *Enhancing Adult Motivation to Learn: A Guide to Improving Instruction and Increasing Learner Achievement*. San Francisco, CA: Jossey-Bass Publishers. 0-55542-525-9.

Recommended

Brookfield, Stephen D. 1986. *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. San Francisco, CA: Jossey-Bass Publishers.

Brookfield, Stephen D. 1990. *The Skillful Teacher*. San Francisco, CA: Jossey-Bass.

Brookfield, Stephen D. 1995. *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass.

Brookfield, Stephen D., and Stephen Preskill. 1999. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco, CA: Jossey-Bass.

Cairo, Jim. 1998. *Motivation and Goal-Setting: How to Set and Achieve Goals and Inspire Others*. Career Press. 1-56414-364-3.

Candy, Philip C. 1991. *Self-Direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice*. San Francisco, CA: Jossey-Bass Publishers.

Cross, K. Patricia. 1981 and 1986. *Adults as Learners: Increasing Participation and Facilitating Learning*. San Francisco, CA: Jossey-Bass Publishers. 1-55542-445-7.

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. Continuum.

Freire, Paulo. 1978. *Pedagogy in Process: the Letters to Guinea-Bissau*. Translated by Carman St. John Hunter. Continuum. 0-8164-9339-1.

Freire, Paulo. 1994. *Education for Critical Consciousness*. Continuum. 0-8264-0007-8.

Freire, Paulo. 1997. *Pedagogy of the Heart*. Continuum. 0-8264-1039-1.

- Gaebelein, Frank E. 1968. *The Pattern of God's Truth: The Integration of Faith and Learning*. Oxford University Press. 0-8024-6450-5.
- Gross, Ronald. 1977. *The Lifelong Learner*. New York: Simon and Schuster. 0-671-22524-3.
- Hendricks, Howard G. 1987. *The 7 Laws of the Teacher*. Atlanta: Walk Through the Bible Ministries, Inc. 0-88070-198-6.
- Jackson, Lewis, and Rosemary S. Caffarella, ed. 1994. *Experiential Learning: A New Approach*. New Directions for Adult and Continuing Education 62, Summer 1994. San Francisco, CA: Jossey-Bass Publishers. 0-7879-9956-3.
- Jarvis, Peter, John Holford, and Colin Griffin. 1998. *The Theory and Practice of Learning*. Kogan Page. 0-7494-2497-4.
- Joyce, Bruce, and Marsha Weil. 1986. *Models of Teaching*, 3rd ed. Prentice-Hall.
- Knowles, Malcolm S. 1962. *The Adult Education Movement in the United States*. Holt, Rinehart and Winston, Inc.
- Knowles, Malcolm S. 1980. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*, Revised and Updated. Cambridge Adult Educator.
- Knowles, Malcolm S. 1986. *Using Learning Contracts*. San Francisco, CA: Jossey-Bass.
- Mayers, Marvin K., Lawrence Richards, and Robert Webber. 1972. *Reshaping Evangelical Higher Education*. Grand Rapids, MI: Zondervan Publishing House.
- Mentkowski, Marcia. 2000. *Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond*. Jossey-Bass Publishers. 0-7879-4482-3.
- Mezirow, Jack, and Associates. 1990. *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning*. San Francisco: Jossey-Bass Publishers.
- Mezirow, Jack, and Associates. 1991. *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass Publishers. 1-55542-339-6.
- Palmer, Parker J. 1993. *To Know As We Are Known: Education as a Spiritual Journey*. HarperCollins. 0-06-066451-7.
- Palmer, Parker J. 1998. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass Publishers. 0-7879-1058-9.
- Schön, Donald A. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books, Inc., Publishers.
- Schön, Donald. A. 1990. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco, CA: Jossey-Bass.
- Senge, Peter M. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York, NY: Doubleday. 0-385-26095-4.
- Senge, Peter M. 1994. *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. New York, NY: Doubleday, Currency.
- Senge, Peter M. 2000. *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York, NY: Doubleday. 0-385-49323-1.
- Vella, Jane, Berardinelli, P. and Burrow, J. 1998. *How Do They Know They Know: Evaluating Adult Learning*. San Francisco, CA: Jossey-Bass Publishers.
- Vella, Jane. 1994. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco: Jossey-Bass Publishers. 1-55542-630-1.
- Vella, Jane. 1995. *Training Through Dialogue: Promoting Effective Learning and Change with Adults*. San Francisco, CA: Jossey-Bass. 0-7879-01355-0.
- Vella, Jane. 2000. *Taking Learning to Task*. San Francisco, CA: Jossey-Bass.

Personal Development

- Covey, Stephen R. 1989. *The 7 Habits of Highly Effective People: Restoring the Character Ethic*. Simon and Schuster.
- Kroeger, Otto, and Janet M. Thuesen. 1988. *Type Talk: The 16 Personality Types That Determine How We Live, Love, and Work*. Dell Books. 0-440-50704-9.
- Palmer, Parker J. 2000. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass Publishers. 0-7879-4735-0.

Intercultural Communication

- Brislin, Richard W. 1981. *Cross-Cultural Encounters: Face-to-Face Interaction*. Pergamon General Psychology Series. New York: Pergamon Press. 0-08-026312-7.
- Dima, Nicholas. 1990. *Cross-Cultural Communication*. Washington, DC: Institute for the Study of Man. 0-941694-36-4.
- Gudykunst, William B., and Young Yun Kim. 1997. *Communicating With Strangers: An Approach to Intercultural Communication*, 3rd ed. Boston: McGraw-Hill. 0-07-034647-X.
- Gudykunst, William B., ed. 1983. *Intercultural Communication Theory*. (International and Intercultural Communication Annual, Volume VII). Sage Press. 0-8039-1074-6.
- Harris, Philip R., and Robert T. Moran. 1999. *Managing Cultural Differences: Leadership Strategies for a New World of Business*, 5th Ed. Houston: Gulf Professional Publishing.
- Kim, Young Yun. 1988. *Communication and Cross-Cultural Adaptation: An Integrative Theory*. Philadelphia: Multilingual Matters, Ltd.
- Samovar, Larry A., and Richard E. Porter. 1991. *Communication Between Cultures*. Belmont, CA: Wadsworth Publishing Company.
- Samovar, Larry A., and Richard E. Porter. 1991. *Intercultural Communication: A Reader*. Belmont, CA: Wadsworth Publishing Company.
- Samovar, Larry A., Richard E. Porter, and Nemi C. Jain. 1981. *Understanding Intercultural Communication*. Belmont, CA: Wadsworth Publishing Company.
- Segall, Marshall, H., Pierre R. Dasen, John W. Berry, and Ype H. Poortinga. 1990. *Human Behavior in Global Perspective: An Introduction to Cross-Cultural Psychology*. Pergamon General Psychology Series. New York: Pergamon Press.
- Taylor, Robert B. 1980. *Cultural Ways: A Concise Introduction to Cultural Anthropology*, 3rd ed. Waveland Press.
- Ting-Toomey, Stella, and Felipe Korzenny, eds. 1991. *Cross-Cultural Interpersonal Communication. International and Intercultural Communication Annual, Vol. XV*. Newbury Park, CA: Sage.

Intercultural Education

- Althen, Gary, ed. 1994. *Learning Across Cultures*. NAFSA: Association of International Educators.
- Brussow, Herbert L., and Dale W. Keitzman. 1999. *Essentials of Training for Effective Intercultural Service*. World Link.
- Camilleri, C. 1986. *Cultural Anthropology and Education*. Kogan Page.
- Casse, Pierre. 1981. *Training for the Cross-Cultural Mind: A Handbook for Cross-Cultural Trainers and Consultants*, 2nd ed. Washington, DC: SIETAR: The Society for Intercultural Education, Training and Research.

- Kohls, Robert L., and Herbert L. Brussow. 1996. *Training Know How for Cross-Cultural and Diversity Trainers*. Duncanville, TX: Adult Learning Systems.
- Pai, Young, and Susan A. Adler. 1997. *Cultural Foundations of Education*, 2nd ed. Prentice-Hall.
- Paige, R. Michael, ed. 1993. *Education for the Intercultural Experience*. Intercultural Press.
- Roach, Penelope M. 1985. "The Early Peace Corps: A Retrospective on Cross-Cultural Learning." In Salamone.
- Salamone, Frank, ed. 1985. *Anthropology and Appropriate Education*. Publication 31 in Studies in Third World Societies. Department of Anthropology, College of William and Mary.
- Schirato, Tony, and Susan Yell. 1996. *Communication and Cultural Literacy: An Introduction*. Australian Cultural Studies. Allen and Unwin.
- Smallman, William H. 2001. *Able to Teach Others Also: Nationalizing Global Ministry Training*. Pasadena, CA: Mandate Press.
- Wlodkowski, Raymond J., and Margery B. Ginsberg. 1995. *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco, CA: Jossey-Bass Publishers.

Group Dynamics

- Grove Consultants. 1994. *Effective Facilitation: Achieving Results with Groups*.
- Justice, Tom, and David Jamieson. 1998. *The Complete Guide to Facilitation: Enabling Groups to Succeed*. HRD Press.
- Knowles, Malcolm and Hulda. 1959. *Introduction to Group Dynamics*. Association Press: New York.
- Schwarz, Roger M. 1994. *The Skilled Facilitator*. Jossey-Bass.

Leadership

- Greenleaf, Robert K. 1987. *Teacher as Servant*. San Francisco, CA: Jossey-Bass.
- Senge, Peter, Art Kleiner, Charlotte Roberts, Richard Ross, George Roth, Bryan Smith. 1999. *The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations*. New York, NY: Doubleday.
- Senge, Peter. 1996. Leading learning organizations: the bold, the powerful, and the invisible. In Hesselbein, F., Goldsmith, M., and Beckhard, R., eds. *The leader of the future: new visions, strategies, and practices of the next era*. San Francisco: Jossey-Bass Publishers, pp. 41-59.
- Shandler, Donald. 2000. *Competency and the Learning Organization*. Crisp Publications.

Other Readings

- Kuhn, Thomas S. 1996. *The Structure of Scientific Revolutions*, 3rd ed. Chicago: The University of Chicago Press.