

INTR 563-B, Spring 2002
Cross-Cultural Teaching and Learning
Billy Graham Center 130
Wednesday 3:15-6:30

Professor: Evvy Campbell, Ph.D.
Office: Billy Graham Center M221
Phone: (630) 752-5258
Fax: (630) 752-7125
Email: Evvy.Campbell@Wheaton.edu

Office Hours:
Monday 8:30-9:30; Tuesday 2:00-4:00
Friday 2:00-5:00

CROSS-CULTURAL TEACHING AND LEARNING COURSE SYLLABUS

I. COURSE DESCRIPTION

Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning instruction to thinking styles, pedagogical expectations and cultural values. (InForm, Bulletin of Wheaton College 2001/2002)

II. OBJECTIVES

As outcomes of this course, students will:

- A. Understand the different types of education and their respective roles in learning.
- B. Grasp how cultural differences shape both teachers and learners.
- C. Be knowledgeable of different learning styles and how to adjust curricula accordingly.
- D. Have skills to develop effective teaching strategies in cross-cultural or multicultural settings.

III. EXPECTATIONS

- A. Class attendance and participation are expected.
- B. All assignments are to be completed by the start of class on the day they are assigned. Late assignments will receive one grade reduction. That is, A to A-, B+ to B and so forth. Simply indicate "Late Assignment" under your name on any assignment submitted late. Exceptions include personal illness, a serious family illness or death, or other events of an emergency nature requiring students to be absent.
- C. Written assignments must be developed uniquely for this class and should not be drawn from material submitted for another course. Plagiarized material will receive a failing grade.

IV. REQUIRED READING MATERIALS

Lingenfelter, S. G. & Mayers, M. K. (1996, 12th printing). Ministering Cross-Culturally: An Incarnational Model for Personal Relationships. Grand Rapids, MI: Baker Books.

Moreau, A. S. (1999). Course Notes. Wheaton College. Unpublished.

Reid, J. M. (1995). Learning Styles in the ESL/EFL Classroom. Boston: Heinle and Heinle.

V. ASSIGNMENTS

- A. Reading Report (10%)
Readings are to be completed prior to the class for which they are assigned. Full credit is given for everything read on time and 50% credit for materials read late. The Reading Report is due on Wednesday, May 1.

Note: Bring texts to class on the day readings are assigned in them.

- B. Case Study Worksheets (10% each x 2 = 20%)
Case studies "Changing Grades" and "Helping on Exams" are to be completed in preparation for class on March 27 and April 17. Case Study Worksheets will be provided. Additions to your Case Study Worksheets made during group discussions in class should be recorded in different color ink than pre-class work.

- C. Reflection Paper (30%)
Subsequent to the case studies, exercises, and surveys done in class, record your personal reflections regarding them (e.g. lessons learned, the possible applicability to you as a cross-cultural teacher, and issues yet to be considered). Within 48 hours of the class activity, complete your personal reflections so they are adequate for later recall. Write a 1000 word reflection paper regarding lessons learned and the implications for you as a cross-cultural educator. Keep the in-class exercise materials, case study forms, and your personal reflections together in a binder or “journal.” The Reflection Paper is due April 24. (Focus: Personal reflection on your teaching and learning styles.)
- D. Group Cross-Cultural Teaching and Learning Presentation (10%)
Group presentations on a significant aspect of cross-cultural teaching and learning will be given in class on May 1 and May 8. Fifteen minutes will be allocated in class April 10, 17, and 24 to work on the presentations. Each group will be given up to 5 minutes per number of persons in the group. Class members will grade the presentations.
- E. Individual Paper (30%)
Each student will be responsible for a 1000-1500 word paper on the cross-cultural teaching issue presented in “V. Assignments D. Group CCTL Presentation.” The paper should be typed and consistently formatted (APA style). A reference list including five or more sources should be included. It is due in class on May 8.

Course Grading Scale

Grade	Range	Description
A	96-100	Outstanding: Mastery of theory and penetrating insights in real-life context. Outstanding research, thinking, and communication.
A-	92-95	Superior: Understanding the theory and its application in real-life context. Superior research, thinking, and communication.
B+	88-91	Very good: Research, thinking, and communication are very good. General understanding of theory and application in real-life context.
B	84-87	Satisfactory: Research, thinking, and communication are satisfactory. Understanding of theory and applicability but work could be stronger.
B-	80-83	Acceptable but average at best: Research, thinking, and communication are acceptable. Appear to grasp theory and have made a start in showing its applicability.
C+	76-79	Acceptable but definitely below average: Research, thinking and communication are barely acceptable.
C	75 or below	Not acceptable: The work is not appropriate for this class.

VI. SCHEDULE

WEEK 1 - March 20

Types of Education

Cultural Variables and Education

Course Overview

How Adults Learn

Types of Learning

A View of Persons as a Foundation for Teaching

Cultural Perspectives in Learning: Moishe Rosen, Jews for Jesus

WEEK 2 - March 27

Cultural Values in the Learning Setting

Reading:

Lingenfelter and Mayers, Ministering Cross-Culturally, pp. 9-124

Note: Complete the Basic Values Questionnaire, pp. 29-36 in Lingenfelter Course Notes (INTR 563), Cultural Values in the Learning Setting, pp. 1-4

Assignment:

Case study "Changing Grades" due

WEEK 3 – April 3

Learning Styles: Issues and Answers

1. Cultural Differences in Learning Styles
2. Difficulties with Cross-Cultural Learning Styles
3. Gender Differences in Language Learning Styles

Reading:

Reid, Learning Styles in the ESL/EFL Classroom, Ch. 1, pp. 3-18 ; Ch. 2, pp. 19-33 ; Ch. 3, pp. 34-46

Reid, Learning Styles in the ESL/EFL Classroom, Ch. 11, pp. 128-133; Ch. 12, pp. 134-147. Ch. 13, pp. 148-157

Assignment:

Complete the learning assessment tools in the Appendixes to the Reid book, pp. 196-238

WEEK 4 - April 10

Cognitive Development and Learning

Reading:

Reid, Learning Styles in the ESL/EFL Classroom, Ch. 4, pp. 48-62; Ch. 14, pp. 158-168

Course Notes (INTR 563), Cognition and Problem Solving, pp. 5-23

Course Notes (INTR 563), Cognitive Development, pp. 25-26

Course Notes (INTR 563), Teaching and Learning, pp. 43-44

Group Cross-Cultural Teaching and Learning Presentation preparation – 15 minutes

WEEK 5 - April 17

Learning and Teaching Styles

Reading:

Reid, Learning Styles in the ESL/EFL Classroom, Ch. 5, pp. 63-73; Ch. 6, pp. 74-86, Ch. 10, pp. 118-125.

Course Notes (INTR 563) Learning Styles, pp. 29-38

Group Cross-Cultural Teaching and Learning Presentation preparation – 15 minutes

Assignment:

Case study "Helping on Exams" due.

WEEK 6 - April 24

Competency in Cross-Cultural Teaching, Part I Teaching Methods

Reading:

Reid, Learning Styles in the ESL/EFL Classroom, Ch. 7, pp. 87-95; Ch. 8, pp. 96-107

Course Notes (INTR 563), Occurrences of Learn in the NIV NT, pp. 39-41

Course (INTR 563) Occurrences of Teach in the NIV NT, pp. 45-58

Group Cross-Cultural Teaching and Learning Presentation preparation – 15 minutes

Assignment: Reflection Paper due

WEEK 7- May 1

Competency in Cross-Cultural Teaching, Part II

Begin Group Cross-Cultural Teaching and Learning Presentations

Reading:

Reid, Learning Styles in the ESL/EFL Classroom, Ch. 15, pp. 170-194

Course Notes (INTR 563), Student-Centered Learning, pp. 59-61

Course Notes (INTR 563), A Model of Cross-Cultural Teaching Competence, pp. 63-70

Assignment:

Reading Report due

WEEK 8 - May 8

Group Cross-Cultural Teaching and Learning Presentations

Assignment:

Individual Paper due

INTR 563-B, Spring 2002
Cross-Cultural Teaching and Learning
Evvy Campbell, BGC M-221

Name _____

CPO _____

Reading Report

(due in class May 1)

Date	Reading	# of Pages	# Read on Time	# Read Late
WEEK 2 - March 27				
	Lingenfelter and Mayers, pp. 9-124	116	_____	_____
	Course Notes, pp. 1-4	4	_____	_____
WEEK 3 - April 3				
	Reid, pp. 3-46, 128-157	74	_____	_____
WEEK 4 - April 10				
	Reid, pp. 48-62, 158-168	26	_____	_____
	Course Notes, pp. 5-23, 25-26, 43-44	23	_____	_____
WEEK 5 - April 17				
	Reid, pp. 63-86, 118-125	32	_____	_____
	Course Notes, pp. 29-38	10	_____	_____
WEEK 6 - April 24				
	Reid, pp. 87-107	21	_____	_____
	Course Notes, pp. 39-41, 45-58	17	_____	_____
WEEK 7- April 25				
	Reid, pp. 170-194	25	_____	_____
	Course Notes, pp. 59-61, 63-70	11	_____	_____
	Total Number of Pages Read	359	_____	_____

