

Clack-ing Across the Curriculum:

Lessons Learned When Teaching a
LAC Course at B-W

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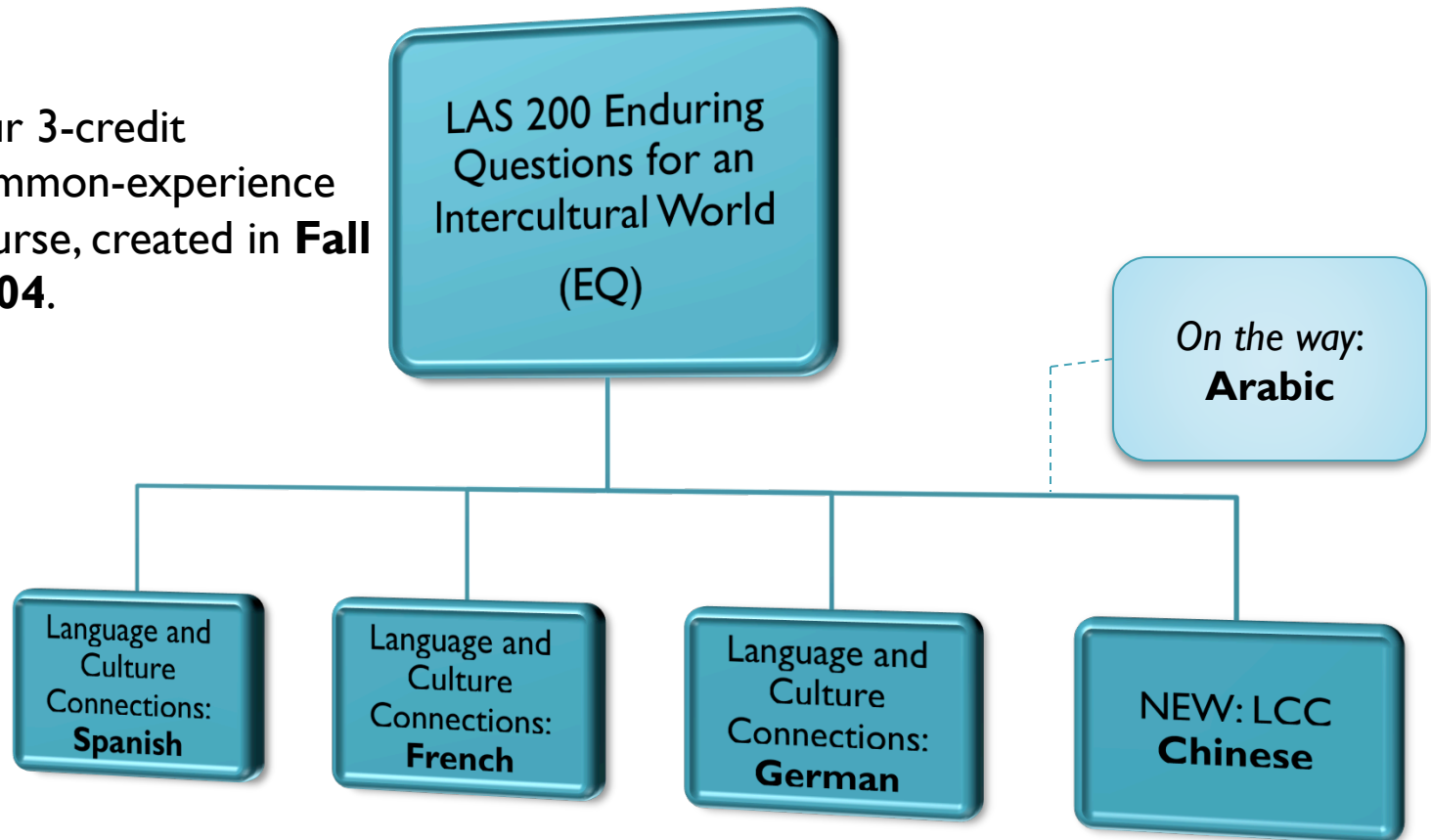


Building Pathways by CLAC-ing B-W's Core

- *LAS 155-7 Language and Culture Connections*

Language Linkages to B-W's Common- Experience Core Course

Our 3-credit
common-experience
course, created in **Fall
2004.**



1-credit *Language and Culture Connections* sections, created **Fall 2006**—expansion to **2-credits** in **Fall 2012**

LCC: Chinese—created in **Spring 2011**

LAS 200: Enduring Questions for an Intercultural World (EQ)

- B-W's second year common-experience core course.
- Three units—*cultural identity, rights and responsibilities, and sustainability*—focus on the cultural frameworks of global challenges and possible solutions.
- ALF: student teams identify a global challenge, formulating and evaluating *solutions*.



Language and Culture Connections: *Spanish, French, and German*

- Created in Fall 2006 to build pathways to other courses across B-W's curriculum
- Expansion to 2-credits in Fall 2012.
- Challenge: increase presence of LCC in the parent course sections
- Parent course instructors' role:
 - Promote awareness of LCC options (e.g. LAC video)
 - Integrate secondary languages in parent course (e.g. contemporary news analysis assignment, active learning final)

Common Features of *Spanish, French, and German* LCC Sections

- Linkage to ‘rights and responsibilities’ unit in EQ: *what human rights issues are critical in the regions studied?*
- Students guide content: *build discussion topics and questions around students’ majors*
- Students collaborate
- Audiovisual and digital news media
- Final presentation: *students from all three sections share their culture’s perspectives on specific issues*

Language and Culture Connections

Spanish

French

German

Pedagogical Strategies



- Evaluate content not language
- Text selection and scaffolding
 - Assess difficulty
 - manage quantity
 - design pre- and -post reading activities
- Emphasize *interpretive* and *presentational* modes of communication
- Challenges:
 - Students do not have high familiarity with target culture and language
 - Students' language levels are variable

LAS 157I: Language and Culture

Connections: German

Sample Activity:

- cultural rights,
- integrates *interpretive* and *presentational* modes of communication



‘Konfliktstoff Kopftuch’ (Headscarf as Material of Conflict)

http://www.bpb.de/themen/F9APIO,0,0,Zwischen_Leitkultur_und_Multikulti.html

Preparing for First Week

- Read the article “*Nicht nur ‘ein Stück Stoff: Das Kopftuch in der politischen Debatte’*” by Heiner Bielefeldt

Answer the following questions (*alles auf Deutsch*):

1. How does the debate differ in France and Germany?
 2. List the national questions at stake in the debate.
 3. Give two examples of *unusual political alliances* created by the debate.
 4. List key facts disputed in the debate.
 5. Identify two conflicting values in the debate.
- Read “The Muslim veil: Europe vs. the USA” by Stephen Prothero
 - According to Prothero’s report, what accounts for the different attitudes in America and Europe about headscarves? *Zumindest zwei Sätze auf Deutsch*

Preparing for Second Week

A. *Select a participant in the German Debate:*

- Peter Philipp
- Feridun Zaimoglu
- Ralf Fücks
- Gerhard Schröder
- Edmund Stoiber
- Fereshta Luden

B. *Or a dimension of the Debate:*

- Legal
- Feminist
- Religious
- European

A: Describe participant's background (2 sentences); state their basic position (1 sentence); explanation, justification, qualifications (4-5 sentences)

B: Describe background (2 sentences) of dimension; describe conflicting opinions (4-5 sentences)

Panel Discussion Role Playing Activity

1. Round #1
 - 5 minutes each for (1) introduction of my “character role” and (2) statement of position
2. Round #2
 - 2-3 minutes each to respond to a few others’ positions
3. Round #3
 - General questions and clarifications
4. Debriefing
 - Which perspective makes the most sense?
 - How do we best protect the human rights of all parties affected in the debate?

Building Pathways by CLAC-ing in the Major

- INT 298I/POL 298I – *Understanding Contemporary Issues in Spanish Speaking Countries*
- INT 299I/POL 298I – *Understanding Contemporary Issues in French-Speaking Cultures*

POL 298I/INT 298I – Understanding Contemporary Issues in Spanish Speaking Countries

Understanding Contemporary Issues in
Spanish Speaking Cultures
INT 198/298 & POL 198/298
Baldwin-Wallace College – Fall 2011

Dr. Javier Morales-Ortiz
email: jmorales@bw.edu
Office: MC 105

Class Room: MC-112
Class Time: M,W 2:05-2:55 p.m.
Office Hours: M,W,F 10-11:00 a.m.



COURSE DESCRIPTION

- This is a course in which students collaborate in small group settings to explore the Spanish American culture perspective to understand current international, political, economic and social events occurring in Latin America. Students will view assorted films and videos, and read and analyze a selection of readings from Spanish-speaking authors to explore what they reveal about contemporary culture and political behavior in Latin America. Each student will undertake an individual or group project or research on a topic of interest appropriate to the student's level of language proficiency and share results with others in the course. Students will also learn about a variety of information sources in the target language with emphasis on those being used by themselves and their classmates. Students will have assignment requirements appropriate to the level for which they are registered.

Student Demographics for INT/POL 298I

The course started with 8 students and ended with 7 students.

- Major/Minor?
 - 2 Spanish majors
 - 2 International Studies
 - 1 Psychology major
 - 2 Business majors
- Year Standing
 - 2 Seniors, 3 Juniors, 2 Sophomores
- Gender distribution
 - 6 female, 1 male

Enrolled in language at Baldwin-Wallace?

- 1 Yes, 6 No

Learning Outcomes

POL 298I/INT 298I – Understanding Contemporary Issues in Spanish Speaking Countries

POL 298I

- LAC Learning Outcome #1
Student demonstrates competence in making connections to disciplinary content and vocabulary in the second language and/or the target language.
- LAC Learning Outcome #3
Student is able to identify and integrate resources for research available in the target language.
- LAC Learning Outcome #5
Student understands the impact of culture and/or language on their own approach to the discipline.
- POL Learning Outcome #2A
Student comprehends the “real” world of politics based on power and interest and is able to appreciate the value for more democratic alternatives.

INT 298I

- LAC Learning Outcome #1
Student demonstrates competence in making connections to disciplinary content and vocabulary in the second language and/or the target language.
- LAC Learning Outcome #3
Student is able to identify and integrate resources for research available in the target language.
- LAC Learning Outcome #5
Student understands the impact of culture and/or language on their own approach to the discipline.
- INT Learning Outcome #2
Student shows ability in coursework, papers and projects to integrate two or more academic disciplines related to the International Studies major.
- INT Learning Outcome #4
Student shows interest and high regard for others who are different.

Implementing These Learning Outcomes in the Course

- **Bibliographic Essay**
 - Proposal
 - First Draft
 - Final Draft
- **Interview to a Native Spanish Speaker**
- **Homework Assignments**
- **Weekly Journal**

Outcomes/Assessment Results

	Strongly Agree/ Agree	Disagree/ Strongly Disagree
The course readings and materials were interesting.	6	1
The length and difficulty of the reading assignments were reasonable.	3	4
The material covered in the course complemented themes and topics covered in my discipline.	3	4
The course was intellectually challenging.	7	0
I learned a great deal about the impact of culture on my own approach to an academic discipline.	5	2
I learned a great deal about ideas and concepts related to an academic discipline in the second language.	7	0
I learned a great deal on how to identify and integrate resources for research available in a second language.	4	3
I learned a great deal in making interdisciplinary connections to discipline content, vocabulary and resources in a second language.	6	1
Overall, this course was excellent.	6	1
The course was intellectually challenging.	5	2
I would recommend this course to another student.	6	1

Outcomes/Assessment Results

INT 298/POL 298I

This Course...	Strongly Agree/ Agree	Disagree/ Strongly Disagree
...increased my knowledge of transnational, transregional, and global connections/issues.	5	2
...gave me insight into another culture.	7	0
...strengthened my interest in world issues and cultures.	5	2
...helped me understand my own culture in a global or comparative context.	7	0
...increased my interest in the subject matter.	6	1
...strengthened my desire to use and refine my language skills.	6	1
...allowed me to view issues from another cultural perspective.	5	2
...increased my willingness to seek out international or intercultural opportunities.	7	0

Learning Outcomes

POL 298I/INT 298I – Understanding Contemporary Issues in

LINGUAFOLIO SELF-ASSESSMENT GRID

		NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
		Low	Mid	High	Low	Mid	High	Low	Mid	High	
INTERPRETIVE	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.	I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.	I can understand main ideas and a few details in sentences, short conversations and some forms of media.	I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.	I can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and other media.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can understand any kind of spoken language, including most accents and dialects.
	Reading	I can identify some words or phrases, especially those that are similar to words in my own language.	I can understand familiar words and short, simple phrases or sentences.	I can understand the main idea and some details in simple texts that contain familiar vocabulary.	I can understand the main idea and many details in some texts that contain familiar vocabulary.	I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	I can understand many different types of texts that contain unfamiliar vocabulary.	I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.	I can understand long, complex texts and recognize some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can comprehend with ease virtually all forms of written language.
INTERPERSONAL	Person to Person Communication	I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.	I can exchange info about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.	I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can state my views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.	I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
	Spoken production	I can use single words and memorized phrases to provide information about myself, and my immediate surroundings.	I can use simple phrases and sentences to provide information about myself, and my immediate surroundings.	I can use a series of phrases and sentences to provide basic information about familiar topics.	I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.	I can connect sentences in order to describe experiences, events, and opinions. I can narrate a story and make a simple factual presentation.	I can present clear and detailed descriptions on topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.	I can deliver a comprehensible presentation appropriate to my audience on a variety of topics.	I can deliver a clearly articulated presentation on personal, academic, or professional topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
PRESENTATIONAL	Writing	I can copy some characters and words.	I can provide some basic information on familiar topics in lists and simple forms.	I can write simple descriptions and short messages and request or provide information on familiar topics.	I can write about familiar topics and experiences in series of sentences.	I can summarize, describe or explain familiar topics and support my views with some details.	I can express ideas in detailed narratives, descriptions or explanations on familiar and some new topics.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write clear, well-organized texts for a variety of audiences on concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.

A1

A2

B1

B2

C1 ->

C2-Distinguished

The A, B, C designations represent approximations with the Common European Framework of Reference for Languages used in the European Language Portfolio.

Lessons Learned

- Learning the Language vis-à-vis Learning about the Content
- Student's level of engagement with homework and assignments
- Role of the Course Assistant
 - inside and outside the classroom
- Student's level of language proficiency and course content

INT 299I/POL 299I

Understanding Contemporary Issues in French-Speaking Cultures

Fall Semester 2011



Dr. Judy Krutky, Malicky Center 107

Course Assistant: Kris Smeage

Ma patrie, c'est la langue française.

-Albert Camus

Course Description: This course will provide an overview of contemporary issues and their relationship to culture in societies where French is spoken such as Canada, Senegal and Algeria. Students will view assorted videos and films, read and analyze a selection of French and English readings, compare alternative perspectives on contemporary French society and culture, its politics at home and abroad, and similarities/differences across French-speaking societies. Each student will undertake a research project on a topic of interest appropriate to the student's level of language proficiency and share the results with others in the course. Students will also learn about a variety of electronic resources in French with emphasis on those being used by themselves and their classmates. This course counts toward fulfillment of the Social Science and International Studies core requirements as well as for elective credit in Political Science and International Studies.

Student Demographics for INT/POL 299I

- Started with 12, ended with 8 students.
 - Majors- 4 International Studies
2 Political Science
1 Conservatory
1 Biology
 - 5 Juniors, 3 Seniors
 - 7 female, 1 male
 - Enrolled in language at Baldwin-Wallace?
4 Yes, 4 No
 - 3 French Literature
 - 1 French Conversation

Implementing These Learning Outcomes in the INT/POL 299I

- **Weekly Readings and homework**
- **Analysis of a contemporary news event impacted by culture**
- **Locate an internship or job description and present it to class**
- **Present results of interview of a French speaking person**
- **Report on preliminary research & later results of final project**
 - **Formulate a proposal**
 - **Write a draft**
 - **Present findings**

Student Responses to Course Objectives and Corresponding Learning Outcomes for INT/POL 299I – Fall 2011

	YES	No		
1. Prior to this course, I had used French as a research tool in classes which were not foreign language classes.	3	4		
	Strongly Disagree	Disagree	Agree	Strongly Agree
2. As a result of this class,			5	2
a. I am able to use French in other classes like POL and/or INT (INT LO #2, POL LO #1)				
b. I am better able to understand POL and/or INT concepts (INT LO # 1, POL LO # 1)		1	5	1
c. I am more familiar with resources available for research in French. (INT LO # 2, POL LO # 3)		1	2	4
d. I am more familiar with views of French speakers on topics covered in INT/POL courses. (INT LO # 1, POL LO # 1)		1	2	4
e. My research project increased my knowledge of the topic beyond what I could have learned using only English sources. (INT LO # 3, POL # 2)			5	2

Outcomes/Assessment Results

for POL 299I/INT 299I: LAC Program Course Evaluation

LAC Program Course Evaluation				
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The course readings and materials were interesting.		2	4	1
2. The length and difficulty of the reading assignments were reasonable			7	
3. Class discussion was interesting and engaging.		2	1	4
4. The length and difficulty of writing assignments and other outside-the-classroom work were reasonable.		1	2	4
5. The material covered in the course complemented themes and topics covered in my discipline.		1	2	4
6. The course was intellectually challenging.		1	2	4
7. I learned a great deal about the impact of culture on my own approach to an academic discipline.	1	1	2	3
8. I learned a great deal in making interdisciplinary connections to discipline content, vocabulary and resources in a second language.		1	5	1
<i>(Some questions on the original survey have been omitted)</i>				
13. Overall, this course was excellent.	1		3	3
14. I would recommend this course to another student.	1		3	3

OUTCOMES/ASSESSMENT: STUDENT LINGUAFOLIO SELF-ASSESSMENT OF PROGRESS

	NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
	Low	Mid	High	Low	Mid	High	Low	Mid	High	
INTERPRETIVE	Listening									
INTERPERSONAL	Reading									
INTERPERSONAL	Person to Person Communication									
PRESENTATIONAL	Spoken production									
PRESENTATIONAL	Writing									

Key

Beginning of Semester End of Semester
 No Change

The A, B, C designations represent approximations with the Common European Framework of Reference for Languages used in the European Language Portfolio.

Reflections on the Teaching Experience for INT/POL 299I

- **Course Assistant: Role depends on course**
 - Discuss responsibilities in advance
 - CA modeled assignments, managed Blackboard site, helped with homework, did xeroxing and managed handouts
- **Potential Problems:**
 - Different language proficiency levels most problematic with student reports
 - Importance of course as elective not apparent to students, when overworked at midterm 2 dropped.
 - Progress depends on effort expended. Several did not seem inclined to do homework.