Michigan State University  
Course Syllabus  
FLT 815 – Section 730 – Online  
Teaching Culture in Foreign Language Classrooms  

Instructor: Dr. Amanda Lanier Temples  
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Email: templesa@msu.edu  
Program site: http://maflt.cal.msu.edu  
Course site: http://d2l.msu.edu → FLT815 Culture – S17  
Office hours: By appointment (see Class Policies #2)  
Appointment site: Schedule at http://www.meetme.so/amandatemples  

COURSE READINGS & RESOURCES  
- Additional readings will be available directly through the MSU library (visit http://libguides.lib.msu.edu/maflt) or through our course page on D2L (http://d2l.msu.edu). References are provided at the end of the syllabus.  

COURSE DESCRIPTION  
As many scholars in foreign language education and applied linguistics have noted, culture is one of the most widely-used and least agreed-upon concepts in our field. This course is intended to embrace that complexity but also lead toward some clarity in the principles that can guide our pedagogical decisions and practices in regard to teaching culture and intercultural competence. To that end, the course begins with overviews of the many definitions and facets of culture and provides opportunities to reflect on your own understandings of culture. We will then delve into the theoretical underpinnings of culture and intercultural communication. Following that, we will explore frameworks for teaching not only cultural knowledge but also intercultural competence and discuss current national and international standards for teaching culture. Throughout the semester, we will consider the implications of these issues for teaching and assessing culture and intercultural competence in foreign language courses. The tasks for this course, which parallel the components of Byram and Zarate’s (1997) intercultural competence framework, include reflective tasks, observation tasks, activity design tasks, and an investigative task in which you will use ethnographic interviews to engage with the themes of this course as they relate to specific individuals and contexts.  

COURSE OBJECTIVES  
By the end of the semester, students in this course will be better able to do the following:  
1. Reflect on and articulate your own concepts of culture and your cultural background and identity as a foundation for the process of teaching culture and intercultural competence.  
2. Engage with the complexities of culture as a concept and its relationship to identity, otherness, intercultural experience, and globalization.  
3. Develop your own awareness of culture and intercultural competence in the classroom and hone your skills in creating activities that increase your own students’ abilities in these areas.
Investigate culture and intercultural experience through observation and interviews with informants, analyze your findings in light of current theory, and apply your findings to classroom instruction.

COURSE REQUIREMENTS

The following table summarizes the five main components of your grade for this course. Further details, guidelines, and suggestions for each task will be provided as the semester goes on. All due dates are by midnight (in D2L, this is really 11:59 p.m.) on Monday of the specified week unless otherwise noted.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension Tasks – Savoir comprendre</strong></td>
<td></td>
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</tr>
<tr>
<td>Online Discussions</td>
<td>30%</td>
<td>Every week</td>
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<td></td>
<td></td>
<td>Initial posts – by midnight Tuesday</td>
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<td>Response posts – by end of the following module</td>
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<tr>
<td><strong>Reflective Tasks – Savoir-être</strong></td>
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<tr>
<td>Cultural Autobiography</td>
<td>10%</td>
<td>Module 4</td>
</tr>
<tr>
<td>Observation/ Self-Observation</td>
<td>10%</td>
<td>Module 8</td>
</tr>
</tbody>
</table>
Application Tasks – *Savoir-faire*

| Activity Designs (three activities and one presentation) | Activity Plans: Based on activity descriptions of your choice in Corbett (2010), design activities for use in a teaching context that is relevant to you. For each activity, submit an activity guide using the provided template and any images, links, handouts, or other materials needed in order to carry out the activity. Your submission must be detailed enough that another instructor could follow your exact plan. One of your three activities should represent each of the three ACTFL communicative modes: interpersonal, interpretive, and presentational. Activity Presentation: At the end of the semester, share your best activity design with your classmates by recording and posting a video presentation (<10 minutes) in which you describe and briefly demonstrate your activity. | 20% | Activity Plans: Module 2 Module 6 Module 10 Submit to D2L Dropbox AND post to Discussion Presentation of your best activity: After Module 12 |

Investigative Task – *Savoir apprendre & Savoir s’engager*

| Intercultural Investigation Project | For your culminating task in this course, you will conduct an investigative project primarily based on interviews with a well-selected informant. Choose an informant who has extensive experience with a culture that is relevant to your target learners. Interview this informant at least twice, for a total of at least 60 minutes. If possible, conduct your interviews in the target language. Your interviews and analysis should focus on the informant’s process of developing intercultural competence from *emic* (insider) and *etic* (analytic or outsider) perspectives. What challenges has this person faced in crossing intercultural boundaries? How has this person’s identity been affected? What has this person learned? What skills has your informant developed? Your preliminary submissions will include transcripts of your interviews and themes you have begun to recognize in them. Your final paper of at least 2500 words will discuss your selection of this participant, describe your analysis of the interview data, and compare your findings with published material (at least 5 sources, of which 3 must be scholarly journal articles or book chapters). Further guidance will be provided throughout the course. | 30% | Preliminary materials (transcripts and data analysis) due Module 12 Virtual discussion of projects and findings (TBD, late April) Draft by April 25 Final by May 5 |

**ONLINE COURSE PAGE AND COURSE MANAGEMENT**

The Web space for this course is on Michigan State University’s learning management system, D2L. Log in at [http://d2l.msu.edu](http://d2l.msu.edu) using your MSU NetID and password. Because this course is fully online, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes, reporting grades, and more. Because D2L will be so essential to the functioning of our course, it is essential that you familiarize yourself with this system as soon as possible if you have not used it before. Please explore our D2L page and MSU’s D2L Help resources on your own, but if you still need assistance, do not hesitate to let me know.

**D2L 24/7 Help Desk:** Click “Help” in D2L or go to [http://help.d2l.msu.edu](http://help.d2l.msu.edu) or call (844) 678-6200
Troubleshooting: If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the Distance Learning Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request.

HARDWARE AND SOFTWARE
In order to participate in this course, you will need the following technology, all of which I hope you already have at your disposal. D2L runs well in most browsers (Internet Explorer, Chrome, Firefox) and can also be accessed with your mobile phone. Note that you can set up various alerts in D2L (choose Notifications from the dropdown menu in the News box) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on.

- MSU NetID and email account, set up and checked regularly (every 24 hours at minimum)
- Reliable and relatively fast internet connection
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- Microsoft Office or compatible suite of word processing and presentation software (2003 or later)
- Adobe Acrobat or other PDF reader (free download)
- Software for video recording presentations, freely available online (links and tutorials in D2L)
- (Optional) Video camera if you choose to record your own class for the observation task (smartphone may suffice if it can record 30 minutes)

CLASS POLICIES
1. COURSE MODULES AND WEEKLY ACTIVITIES
As mentioned above, this course consists of 12 modules. In the remaining weeks of the semester after we complete those modules, you will review the course content, share your work with classmates, and complete your investigative projects. The weekly due date for this course will always be Tuesday midnight (Eastern time, or in your time zone if later). Each week, you will participate in an online discussion and complete other related tasks. Responding to other students’ posts is required and must be completed by the following Tuesday. Note that weekly tasks constitute 30% of the overall course grade. Larger assignments will be due every even-numbered module.

Many online courses allow students to complete tasks at their own pace, as long as the requirements are completed by the end of the semester. In this program, however, courses rely on regular and consistent participation. It is recommended that you set aside an average of 6-12 hours per week for course tasks. Your workload will vary depending on when you have major assignments due. Consider the course schedule early and often so that you can plan to complete assignments on time each week. See late policy below.

2. INSTRUCTOR-STUDENT AND STUDENT-STUDENT COMMUNICATION
Because this class is online, our communication by internet and phone will be very important. For communication that pertains to the whole class, I will use News announcements in D2L or MSU email. For individual communication, I will use your MSU email account, not a personal account (this choice is for security and consistency). Please make sure that you check your MSU account regularly (at least every 24 hours) or have your MSU email forwarded to an address that you do check regularly. You may also email me directly at any time at templesa@msu.edu. Additionally, we will make use of a virtual meeting tool called Zoom (http://msu.zoom.us) for synchronous (real-time) communication.

Making Appointments: Throughout the semester, you are welcome and encouraged to make appointments with me for office hours. I generally prefer to use Zoom video meetings. If you live near East Lansing, you may certainly come to my office. In order to make an appointment, go to the following ScheduleOnce site (also listed on our D2L home page) and select at least two available times:

http://www.meetme.so/amandatemples

Please strive to make these appointments at least 24 hours in advance. I will confirm the time and send further instructions. You do not need to make an appointment for a brief phone call.
**Live meetings.** At least once during the semester, I will schedule a virtual meeting. I will send you the web address where you can access this meeting and further instructions for participating. Ideally, you will need a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. In this course, virtual meetings are required. If you cannot attend when the meeting is scheduled, then an alternative will be provided such as meeting with me individually or watching a recording of the meeting and submitting a response.

3. GENERAL REQUIREMENTS FOR WRITTEN WORK

a. **Content and quality:** All assignments are expected to be well written. In general, assignments will be graded on **depth of coverage** (comprehensive/thorough treatment of the topic reflecting a clear understanding of the subject), **presentation** (clear, concise, readable prose), and **argument** (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work.

In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language, style, and content in your academic work. That said, you may not seek help on content from a professional writing assistant. Any use of others’ work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

b. **Document Format:** All work should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late.

By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. There are links to resources for learning academic style and format within the D2L course page and below.

In the top left corner of the first page, always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example, an assignment for this course might have a heading and title like this:

<table>
<thead>
<tr>
<th>Ima Nay Student</th>
</tr>
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<tbody>
<tr>
<td>FLT 815 – Temples</td>
</tr>
<tr>
<td>January 25, 2016</td>
</tr>
</tbody>
</table>

Assignment X (Draft 1)

c. **File Format:** Turn in all written assignments that must be turned in electronically in MS Word format (.docx). I should be able to open Word files created in any version of Microsoft Office (or compatible with MS Office) 2013 or earlier. Please be aware that OpenOffice documents are not always smoothly compatible with MS Word and D2L unless you save them in .docx format. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU’s plagiarism checker.

The **file name** for each and every file you submit should include your last name and the title of assignment. If there will be multiple drafts of the assignment, also indicate the draft number. Please keep in mind that I have many students in multiple courses, and you want me to be able to easily identify your work.

- **WRONG:** FirstName_Paper1.docx
- **WRONG:** FLT815_AssignmentTitle.docx
- **RIGHT:** LastName_FLT815_AssignmentTitle_Draft1.docx
fd. **Submitting Written Work:** All assignments should be submitted to the appropriate D2L Dropbox unless explicitly stated otherwise. (Note that this Dropbox has no relation to the popular web-based tool at Dropbox.com.) Please do **not** submit papers by email unless you are having technical trouble and cannot resolve it through the Help Desk. After you believe that you have uploaded your file, you should receive confirmation and be able to see your submission. Feedback will appear in the same area of D2L.

Students often ask about the importance of staying within **length requirements.** The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is too short, consider adding another key point, further examples, or more detailed explanations. If your document is too long and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

e. **Citations:** When your written assignment includes references to published works of any kind, use APA format to cite the original source (you can use find examples in the list of readings below and/or use the online resources listed below, on our D2L page, and on our MAFLT Library Guide). While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in **any and all work** you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

f. **Instructor Feedback on Written Work:** Once you have submitted an assignment, I will provide feedback in one or more of the following ways. I frequently provide a rubric before an assignment is due and use it to show you the components of your score. I also use the Comments function in Word to make notes on your paper. Once I have responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L dropbox folder where you submitted the task. When I return documents to you with my feedback, the file name will include the tag “Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

4. **LATE ASSIGNMENTS**

You are responsible for handing in all assignments on time (usually by 11:59 PM on the due date). Assignments submitted after that time are automatically flagged as late by D2L. As a rule, I will not accept late assignments. If you have a technological glitch, email me. If you encounter circumstances beyond your control that make it impossible for you to turn in an assignment on time, you must contact me by email **before** the due date to inform me and request an extension. When an extended due date is granted, a percentage (e.g., 10%) from that assignment score may be deducted. Extensions will be limited to one major assignment and one weekly task per semester.

5. **WITHDRAWAL POLICY**

If you are enrolled in this course, then I assume that you will be participating in the course and completing assignments on a weekly basis, beginning with the first week of class. If you decide to withdraw from the course, please inform me as soon as possible. **You must then un-enroll yourself from the course.** The deadlines to drop and receive a refund and drop with no grade penalty (W, not F) are clearly listed in the schedule system (http://schedule.msu.edu/). You can click on a course’s section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). The professor cannot un-enroll you. For information about dropping a course, go here: http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp.
Grading is an extremely complex task. I view each course as a developmental process and each draft of each assignment as a step in that process. Also, I value transparency and clarity in grading. To that end, you will receive a rubric for each assignment detailing the features that I expect to see, and I will use this rubric to assign your grades and provide specific comments. I expect you to use these comments to improve further drafts and assignments. In addition, I will read all the submissions for a given task before assigning grades. Thus, to a certain extent, you are in competition with each other for grades in this course; however, since you are all Masters and Ph.D. students, I expect each of you to receive a 3.5 or above.

Grades on individual assignments will be reported on an ongoing basis in D2L. If you have questions or concerns about how your grade appears or is being calculated, please contact me.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% equate to 3.0, etc.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>94% or above</td>
<td>4.0 (A)</td>
<td>The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.</td>
</tr>
<tr>
<td>88% to 93%</td>
<td>3.5 (A-)</td>
<td>The student met all requirements for this course and demonstrated his or her learning very well.</td>
</tr>
<tr>
<td>82% to 87%</td>
<td>3.0 (B)</td>
<td>The student met most of the requirements for this course and demonstrated his or her learning relatively well.</td>
</tr>
<tr>
<td>76% to 81%</td>
<td>2.5 (C+)</td>
<td>The student did not fulfill all requirements for this course. Learning was demonstrated adequately.</td>
</tr>
<tr>
<td>70% to 75%</td>
<td>2.0 (C)</td>
<td>The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.</td>
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At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

RESOURCES

Your primary resource and the starting place from which you will link to other resources is our Desire2Learn page at [http://d2l.msu.edu](http://d2l.msu.edu). Note the list of Links in the navigation bar, which will grow as the semester progresses. Another very important resource and starting place is the MSU Library Research Guide that has been specifically designed for our program by our liaison librarian, Stephanie Perentesis. You can access this page at [http://libguides.lib.msu.edu/maflt](http://libguides.lib.msu.edu/maflt). This useful guide will help you to identify articles and books that are required readings or useful sources for your paper and presentations. You are welcome to contact Stephanie (perentel@msu.edu) for assistance with your library research for the course tasks. She understands the nature of these assignments and can guide you in your search.

As you conduct research for intercultural investigation project, you may use academic journals and also other, less scholarly sources such as travel guidebooks or articles in respected popular magazines such as the *Economist* or the *Atlantic Monthly*. Journals that may be most useful to you are listed below. They should serve as reliable sources in regard to culture and intercultural communication, though you may certainly identify useful sources in other journals. These journals publish work that focuses on a range of target languages. If you are not sure if an article or chapter you are reading is a high-quality academic source, please discuss it with me.
Here are some websites that may be useful to you during this course and beyond. Please let me know if you have questions about any of these sites. You will also be welcome to recommend other resources via D2L.

- **Professional Resources:**
  - ACTFL - American Council on the Teaching of Foreign Languages: [http://www.actfl.org](http://www.actfl.org)
  - TESOL - Teaching English to Speakers of Other Languages: [http://www.tesol.org](http://www.tesol.org)
  - MLA Language Map: [http://www.mla.org/map_main](http://www.mla.org/map_main)

- **Writing and Research:**
  - Google Scholar: [http://scholar.google.com/](http://scholar.google.com/) - Modify the settings (icon shaped like a gear on the home screen) to tell Scholar to connect to the MSU library and offer EndNote citation options.
  - Information on downloading and using EndNote software to manage bibliographic information: [http://libguides.lib.msu.edu/endnote](http://libguides.lib.msu.edu/endnote)
  - OWL at Purdue – APA Style Guide: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

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**UNIVERSITY POLICIES**

**Academic Integrity:**
The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU’s policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others’ words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: [http://www.msu.edu/unit/ombud/academic-integrity/](http://www.msu.edu/unit/ombud/academic-integrity/). Note that this web site states that “plagiarism not only is legally wrong but also morally corrosive… Any paper based upon the writing of others should acknowledge every source used.”

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one’s own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the [http://www.allmsu.com](http://www.allmsu.com) website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization, or
submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If I give you a penalty, I am expected to and will inform the director of your program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Online Instructional Rating System:
Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at http://sirsonline.msu.edu.

Disability Accommodation Requests:
Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: http://www.rcpd.msu.edu/Awareness/Home.

MSU Religious Observance Policy:
It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp).

PLEASE NOTE: This syllabus is subject to change at the instructors’ discretion. No changes will be made to the values of the major course requirements in final grade calculation or the major objectives of the course. Other changes will be announced via D2L and the online syllabus will be updated.
<table>
<thead>
<tr>
<th>Module</th>
<th>Complete by:</th>
<th>Readings</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 1      | Jan. 17      | **What is culture?**  
Liddicoat & Scarino (2013) – Ch 2 Languages, Cultures, and the Intercultural  
Holliday, Hyde, & Kullman (2010) – Section B Intro (pp. 61-91) | Weekly Tasks |
| 2      | Jan. 24      | **What is intercultural competence?**  
L&S – Ch 4 Language Teaching and Learning as an Intercultural Endeavor  
Corbett (2010) – Read Introduction and skim activities | Weekly Tasks  
**Activity Design #1** |
| 3      | Jan. 31      | **Culture and Identity (I)**  
HHK – Unit A1 all  
Unit B1.1-2  
Unit C1.1, 1.2 | Weekly Tasks |
| 4      | Feb. 7       | **Culture and Identity (II)**  
HHK – Unit B1.3-5  
Unit C1.3  
**Cultural Autobiography** |
| 5      | Feb. 14      | **Culture and the Other (I)**  
HHK – Unit A2 all  
Unit B2.1, B2.2  
Unit C1.5, 2.4 | Weekly Tasks |
| 6      | Feb. 21      | **Culture and the Other (II)**  
HHK – Unit B2.4, B2.5  
Unit C2.1, 2.2  
Kvale & Brinkman (2009) – Ch 7: Conducting an Interview | Weekly Tasks  
**Activity Design #2** |
| 7      | Feb. 28      | **Culture and Representation**  
HHK – Unit A3.1-4  
Unit B3.1-5  
Unit C3.1, 3.2, 3.5 | Weekly Tasks |
| 8      | Mar. 7       | **Culture in the Language Classroom**  
Furstenberg (2010) Making culture the core  
Liddicoat & Scarino (2013) Ch 5 Designing classroom interactions and experiences  
Menard-Warwick (2009) Co-constructing representations of culture in classrooms | Weekly Tasks  
**Observation / Self-Observation Report** |
<p>|        | Mar. 14      | <strong>MAFLT Spring Break</strong> | <strong>No new material</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mar 21</td>
<td><strong>Investigating Culture and Intercultural Competence</strong></td>
<td>Weekly Tasks</td>
</tr>
<tr>
<td></td>
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<td>• Roberts et al. (2001) Ch 9 The student ethnography projects</td>
<td><em>Investigation Project – Complete and transcribe at least one interview by this week</em></td>
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<td>• Ryan (2003) Searching for the intercultural person</td>
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<td>• Qualitative Data Analysis Module - Taylor-Powell &amp; Renner (2003), Saldana (2012)</td>
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<tr>
<td>10</td>
<td>Mar 28</td>
<td><strong>Assessment of Culture and Intercultural Competence</strong></td>
<td>Weekly Tasks</td>
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<td>• Liddicoat &amp; Scarino (2013) Ch 8 Assessing intercultural language learning</td>
<td><em>Activity Design #3</em></td>
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<td>• Deardorff (2006) Identification and Assessment of Intercultural Competence</td>
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<td>• LinguaFolio Training Modules 5 &amp; 6</td>
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<td>11</td>
<td>Apr  4</td>
<td><strong>Standards and Teacher Development in Intercultural Competence</strong></td>
<td>Weekly Tasks</td>
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<td>• Byrnes (2008)</td>
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<td>• Standards documents – ACTFL, ILR, and TESOL-NCATE (see Links)</td>
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<td>• Dogancay-Aktuna (2006)</td>
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<td>12</td>
<td>Apr 11</td>
<td><strong>Culture, Globalization, and Technology</strong></td>
<td>Weekly Tasks</td>
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<td>• Liddicoat &amp; Scarino (2013) Ch 7 Technologies in intercultural language teaching and learning</td>
<td><em>Investigation Project – Preliminary Materials</em></td>
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<td>• Belz (2007) Development of intercultural competence in telecollaborative partnerships</td>
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<td></td>
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<td>• HHK – Unit B1.6 (pp. 132-134)</td>
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<td></td>
<td>Present</td>
<td>Activity Presentations – Virtual Meeting</td>
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<td>Present activity designs and discuss final projects in a virtual meeting</td>
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<td>Draft</td>
<td>Investigation Project – Draft version due</td>
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<td>Review course content and work on research project papers</td>
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<td>Review</td>
<td>Peer review due</td>
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<td>May 2</td>
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<td>Peer review and optional instructor conferences</td>
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<td>Final</td>
<td>May 5</td>
<td>Investigation Project - Final version</td>
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<td>Submit final version of Intercultural Investigation Project by 5 p.m. on Friday, May 5</td>
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</table>

1 Hereafter our Liddicoat & Scarino (2013) textbook will be abbreviated as “L&S”
2 Hereafter our Holliday, Hyde, and Kullman (2010) textbook will be abbreviated as HHK. Note that the book has three sections with interconnected themes, so the easiest way to follow along the structure of this book is to use the “cross-referenced” table of contents on p. x.

**NOTE:** This schedule is subject to change at the instructor’s discretion. I will strive to make few, if any, changes to this plan. However, due to unforeseen circumstances we may need to adjust a reading or a due date. If that occurs, you will receive an email, very clear notifications in the relevant module, AND corresponding changes to dates in D2L. That said, due date changes are very rare. Assume that you can print and post this schedule and rely on it each week.

**Other Important Dates:** MSU Academic Calendar
http://www.reg.msu.edu/roinfo/calendar/academic.asp
**Other Reading References**

**Journal Articles:**
*These articles are available through the MSU library’s databases. I recommend that you begin your search at our MAFLT library guide: [http://libguides.lib.msu.edu/maflt](http://libguides.lib.msu.edu/maflt).*


**Books, book chapters, and other materials:**
*The following books and chapters are available as free e-books through the MSU library OR will be provided as PDFs via D2L.*


