Using CLAC in the Disciplines

How Culture and Language Enhance B-W Courses in Core and Majors

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Summary

- Brief background of the Baldwin Wallace University CLAC Program.
- How We Building Pathways to CLAC in BW’s Core
- How We Building Pathways to CLAC in the Major.
Goals of the CLAC Program

The Culture and Language Across the Curriculum (LAC) program at Baldwin Wallace actively engages students to become self-aware participants in their own personal development by enlarging their understanding of the world through academic opportunities in which students apply foreign language skills to academic content across the B-W curriculum. The main goals of the LAC program are:

- **Goal 1** – Provide students with academic opportunities to improve their communication skills through reading, listening, writing and speaking in a second language using materials appropriate to an academic discipline.

- **Goal 2** – Increase curricular opportunities for all students interested in knowing the impact of culture and language on their own approach to an academic discipline.

- **Goal 3** – Provide guidance to students in making interdisciplinary connections to discipline content, vocabulary and resources in a second language.

- **Goal 4** – Encourage students to understand the importance of how culture influences knowledge, attitudes and skills of professionals in their respective academic disciplines.
Building Pathways to CLAC in BW’s Core

LAS 155, LAS 156, LAS 157, LAS 199
Language and Culture Connections

Spanish, French, German, Chinese
Building Intercultural Competency Academically

Core Requirements to Include:
- International Choices
- Diversity Choices
  (LAS 155-157)

LAS 200: Enduring Questions for an Intercultural World
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 Linkages to B-W’s Common-Experience Core Course

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

LAS 200 Enduring Questions for an Intercultural World (EQ)

- Language and Culture Connections: Spanish
- Language and Culture Connections: French
- Language and Culture Connections: German
- On the way: Arabic
- NEW: LCC Chinese

2-credit Language and Culture Connections sections
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
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 to CLAC in the Major

INT 299I/POL 299I – Understanding Contemporary Issues in French-Speaking Cultures
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 francaise.
-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.
Implementing These Learning Outcomes in the INT/POL 2991

- 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

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<thead>
<tr>
<th></th>
<th>YES</th>
<th>No</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1. Prior to this course, I had used French as a research tool in classes which were not foreign language classes.</td>
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<td>2. As a result of this class,</td>
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<td>a. I am able to use French in other classes like POL and/or INT (INT LO #2, POL LO #1)</td>
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<td>b. I am better able to understand POL and/or INT concepts (INT LO #1, POL LO #1)</td>
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<td>c. I am more familiar with resources available for research in French. (INT LO #2, POL LO #3)</td>
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<td>d. I am more familiar with views of French speakers on topics covered in INT/POL courses. (INT LO #1, POL LO #1)</td>
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<td>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)</td>
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<tr>
<td>CLAC Program Course Evaluation</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>1. The course readings and materials were interesting.</td>
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<td>2. The length and difficulty of the reading assignments were reasonable</td>
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<td>3. Class discussion was interesting and engaging.</td>
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<td>4. The length and difficulty of writing assignments and other outside-the-classroom work were reasonable</td>
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<td>5. The material covered in the course complemented themes and topics covered in my discipline.</td>
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<td>6. The course was intellectually challenging.</td>
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<td>7. I learned a great deal about the impact of culture on my own approach to an academic discipline.</td>
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<td>8. I learned a great deal in making interdisciplinary connections to discipline content, vocabulary and resources in a second language.</td>
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(Some questions on the original survey have been omitted)

13. Overall, this course was excellent.                                                             | 1                 | 3        | 3     |                |
14. I would recommend this course to another student.                                               | 1                 | 3        | 3     |                |
# Student LinguaFolio Self-Assessment of Progress

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**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.

NCSSFL - February 2008
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.