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

LAS 200 Enduring Questions for an Intercultural World (EQ)

On the way: Arabic

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

NEW: LCC Chinese

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

‘Konfliktstoff Kopftuch’ (Headscarf as Material of Conflict)

http://www.bpb.de/themen/F9AP1O,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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree/Agree</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course readings and materials were interesting.</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>The length and difficulty of the reading assignments were reasonable.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The material covered in the course complemented themes and topics covered in my discipline.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The course was intellectually challenging.</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>I learned a great deal about the impact of culture on my own approach to an academic discipline.</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>I learned a great deal about ideas and concepts related to an academic discipline in the second language.</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>I learned a great deal on how to identify and integrate resources for research available in a second language.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>I learned a great deal in making interdisciplinary connections to discipline content, vocabulary and resources in a second language.</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Overall, this course was excellent.</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>The course was intellectually challenging.</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>I would recommend this course to another student.</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
## Outcomes/Assessment Results
### INT 298/POL 298I

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

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

## LINGUAFLIXL SELF-ASSESSMENT GRID

<table>
<thead>
<tr>
<th></th>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Mid</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can understand a few familiar words.</td>
<td>I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.</td>
<td></td>
<td>I can understand main ideas and a few details in sentences, short conversations and some forms of media.</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can understand some familiar words or phrases, especially those that are similar to words in my own language.</td>
<td>I can understand main ideas and some details in simple texts that contain familiar vocabulary.</td>
<td>I can understand most details in texts that contain unfamiliar vocabulary.</td>
<td>I can understand many different types of texts that contain unfamiliar vocabulary.</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can interact with help using memorized words and phrases.</td>
<td>I can exchange information about familiar topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.</td>
<td>I can state my views and begin and carry on an unrehearsed conversation on a limited number of familiar topics.</td>
<td>I can ask and answer simple questions and exchange information in familiar situations.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can copy some characters and words.</td>
<td>I can provide some basic information on familiar topics in lists and simple forms.</td>
<td>I can write short descriptive paragraphs.</td>
<td>I can present clear and detailed descriptions of topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.</td>
</tr>
</tbody>
</table>

**NCSSFL - February 2008**

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
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 2991

- 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

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>No</th>
</tr>
</thead>
<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>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>2. As a result of this class,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. I am able to use French in other classes like POL and/or INT (INT LO #2, POL LO #1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I am better able to understand POL and/or INT concepts (INT LO # 1, POL LO # 1)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>c. I am more familiar with resources available for research in French. (INT LO # 2, POL LO # 3)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<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>
<td>1</td>
<td>2</td>
</tr>
<tr>
<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>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
### Outcomes/Assessment Results for POL 299I/INT 299I: LAC Program Course Evaluation

<table>
<thead>
<tr>
<th>LAC Program Course Evaluation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course readings and materials were interesting.</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. The length and difficulty of the reading assignments were reasonable</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3. Class discussion was interesting and engaging.</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. The length and difficulty of writing assignments and other outside-the-classroom work were reasonable.</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. The material covered in the course complemented themes and topics covered in my discipline.</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. The course was intellectually challenging.</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. I learned a great deal about the impact of culture on my own approach to an academic discipline.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. I learned a great deal in making interdisciplinary connections to discipline content, vocabulary and resources in a second language.</td>
<td>1</td>
<td></td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

(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     |                |
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.