

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2018/Spring 2018</b>	
<b>ICS 100</b>	<b>onSite Language</b>	<b>Prerequisite:</b>	<b>No</b>
		<b>Credits:</b>	<b>3</b>

Class Information		Instructor Information		Important Dates	
		<b>Instructor:</b>	Professor Singh	<b>First day of classes:</b>	Fri., Jan 4, 2018
		<b>Email:</b>	Jennifer.Singh@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun., Jan. 14, 2018
		<b>Phone:</b>	(403) 410 2000 ext. 6922	<b>Last day to request revised exam:</b>	Mon., Mar. 5, 2018
		<b>Office:</b>	A2050	<b>Last day to withdraw from course:</b>	Fri, Mar. 16, 2018
		<b>Office Hours:</b>	<u>Wednesday</u> 11:00am - 1:00pm <u>Friday</u> 11:00am - 2:00pm	<b>Last day to apply for coursework extension:</b>	Mon., Mar. 26, 2018
				<b>Last day of classes:</b>	Wed., April 11, 2018

### Course Description

Language study (ICS 100) and extended language study (ICS 201) for students in the onSite Program.

### Expected Learning Outcomes

By the end of these classes, it is expected that students will be able to:

1. **Communicate** in the local language at a basic level which includes greetings, basic conversational topics (e.g. asking about a person's family, the weather, daily activities, likes/dislikes, asking for directions, ordering in a restaurant etc.) which will require learning a fair amount of vocabulary (1500 words) and a basic understanding of the grammatical rules of the local language.
2. **Comprehend** the local language level at a basic level so that the student is able to follow the conversations happening around them in their ministry placement.
3. **Develop** appropriate skills to interact both verbally (e.g. how to use tones, inflections, pronunciations appropriately) and non-verbally with people from the host culture (e.g. what types of body language and gestures are appropriate and when to use them).
4. **Cultivate** an appreciation for communicating cross-culturally, and grow in grace toward both their host community and themselves, in the process of language acquisition.

## Course Schedule

Dates	Expectations
Months 1 – 3 of Internship	<b>Enrol in a Local Language School and Attend Regularly</b> In the first few months of the internship, students are expected to be attending language classes several times per week and/or meeting with a qualified language tutor and learning the basics of the local language. It is recognized that often in a classroom setting, the emphasis on speaking the language may not be a priority of the instructor; therefore, students are expected to be out in their local community practicing what they are learning with the local people.
Months 4 – 7 of Internship	<b>Befriend a Local Person for the Specific Purpose of Practicing the Local Language</b> During the second half of the internship after language school is completed, it is expected that students would have been in the host country long enough to establish an acquaintanceship, or even friendship, with a local person who would be willing and able to spend at least one hour every week with the student, for the purpose of practicing the local language.

### Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in Word format only (NO pdfs) electronically through Moodle on or before the due date (no later than midnight on due date). INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page.

### Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. There will be assignments given in this class where late submissions will not be accepted, and those assignments will be clearly indicated in this syllabus. For these assignments, the late policy will not apply and an automatic zero on the assignment will be given.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

## COURSE REQUIREMENTS

### 1. Language School Attendance and Weekly Informal Language Learning in the First Portion of Internship

**DUE: Log is due by the end of Month #4 of Internship (40% of final grade)**

Students will be expected to enrol in a local language school and/or sign-up for language tutoring sessions with a qualified language teacher within the first few weeks of arriving in their host country. It is expected that students will have attended between **40 - 60 hours of formal language classes during the first three months** of being in their host country. Any evaluations that are done in the local classroom should be scanned and uploaded to the ICS 100/201 Moodle site for the Professor of Record to look over. Students will also be required during this time to engage in **5 hours of informal language learning every week during the first three months**. Informal language learning can include the following activities happening in the local language: homework from language school, learning from a language app, participating in a sporting event or games night, shopping at the market, ordering food, attending a church service or Bible study, chatting with new friends, watching television, listening to the radio. Students will record their formal language class attendance and their informal language learning activities in a log that is provided.

### 2. Conversation Partner

**DUE: Log is due within the first month of returning from internship (30% of final grade)**

At the end of the third month of the internship, students will need to identify a local person who is fluent in the local language, and ask them to be their conversation partner for the duration of their internship (so **the student will need to meet with this person for at least 12 hours total, over the span of 3 – 4 months**). It is not easy to forge relationships in a new culture; however, this assignment is designed to have students come outside of their comfort zone and to identify a person within their host culture that would be willing and able to spend time with them on a weekly basis to help the student develop their language skills. Perhaps the student can offer to help that person with their English so that there is a sense of mutuality fostered. The expectation is that the student will meet with the same person **on a weekly basis** in order to keep-up their language acquisition at a regular pace, and that the person they choose will speak to them only in the local language for a total of one hour per week. So, this means that the student can meet with the person for 30 minutes twice a week, or 15 minutes four times a week. It is important that the student is exposed only to the local language (so the conversation partner only speaks to the student in the local language and the student responds only in the local language) for a total of one hour per week, for the rest of the student's internship (3 – 4 months). This is a great way to form a relationship with a person in the host culture and will allow students the opportunity to practice their language skills in an intentional and safe space, on a regular basis. Students will account for this assignment through a log provided.

### 3. Mid-Point Evaluation

**DUE: This event should take place sometime between Week 13 and Week 16 of the student's internship placement (10% of final grade)**

Students will need to find someone to complete this evaluation with them, preferable someone whose first language is the local language; however, if the student's mentor is fluent then the student may ask their mentor to conduct this evaluation with them. The student may need to find someone to translate this document into the local language in order for the student to be evaluated. The evaluation will cover five basic areas of the local language: vocabulary, conversation, grammar (language rules), and effort.

### **Vocabulary**

For the evaluation, students will need to have memorized 500 words in the local language. The student will tell the evaluator the genres from which the vocabulary come from and recite those words to their evaluator. For example, the student will tell their evaluator: 'my 500 words come from everyday life and things such as groceries, numbers, the alphabet, family members, directions, animals, objects in various rooms (i.e. furniture), objects in nature, weather, and words that describe emotions.' The student can choose which words they will speak-out in their evaluation and must let the evaluator know beforehand what genre/types of words the student will recite.

### **Conversation**

The student must be able to demonstrate that they are able to have a 2-minute, sustained conversation in the local language (therefore, the student is speaking and listening to the evaluator and conversing with them for 2 minutes). During these 2 minutes, the student must be able to engage in a conversation with their evaluator about who they are, where they come from, how many siblings they have, where they live and study, what they like and dislike, and what they are enjoying about their host culture so far. The evaluator will also give the student 10 basic sentences in the local language and ask the student to translate their meaning into English (orally) in order to demonstrate that they have acquired some comprehension of the local language.

### **Grammar**

Students must be able to explain to the evaluator some of the basic rules for the language such as word order, how to make something singular and plural, and basic punctuation i.e. how to indicate, orally, that a person is asking a question compared to when they are (orally) bringing one thought to a conclusion (when the end of a sentence happens). The student can tell these rules to the evaluator in English and provide short examples in the local language for the points they are trying to make.

### **Effort**

The student must demonstrate to the evaluator that they have cultivated a sincere desire to learn and to persevere with improving their language skills. This can be assessed by the evaluator through asking about what activities the student has undertaken in their informal language learning hours, and what type of attitude that the student has demonstrated toward learning the local language so far. This category is subjective, and if the evaluator does not know the student well, they can ask the student to evaluate themselves on a scale of one to ten.

## **4. Final Evaluation**

**DUE: This event should take place at the beginning of the last month, of the student's internship placement (20% of final grade)**

### **Vocabulary**

For the evaluation, students will need to have memorized 1000 words in the local language (these must be in addition to the 500 used in the mid-point evaluation, so 1000 new words). The student will give tell the evaluator the genres from which the vocabulary come from and recite those words to their evaluator. For example, the student will tell their evaluator: 'my 1000 words come from everyday life and things such as groceries, numbers, the alphabet, family members, directions, animals, objects in various rooms (i.e. furniture), objects in nature, weather, emotion words.' The student can choose which words they will speak-out in their evaluation and must let the evaluator know beforehand what genre/types of words the student will recite.

## Conversation

The student must be able to demonstrate that they are able to have a 5-minute, sustained conversation in the local language (therefore, the student is speaking and listening to the evaluator and conversing with them for 5 minutes). During these 5 minutes, the student must be able to engage in a conversation with their evaluator about the weather, what activities they did that day, what they hope to do tomorrow, ask the evaluator about their family and work, and have a very brief discussion (a few sentences) about the ministry the student is involved with (i.e. the student can say that they helped with the youth program on Friday night or the student can say that they went to Red Light District and met 5 women). The evaluator will also give the student 15 basic sentences in the local language and ask the student to translate their meaning into English (orally) in order to demonstrate that they have acquired some comprehension of the local language.

## Reading

Students will choose a passage of Scripture that is at least 10 verses long, and will need to read this in front of their evaluator. Attention to correct pronunciation and inflection will be evaluated. The student will also need to demonstrate that they can read basic things such as (10) road-signs, (10) food-labels on commonly eaten food (i.e. they will need to read the word 'rice' on a sack of rice), (10) signs on various buildings. The student may want to bring pictures of the items they will read to the evaluation so that the evaluator can hear them read, or the evaluator can choose to conduct this part of the evaluation in the community, 'on-the-spot.'

## Writing

Students will need to demonstrate that they can write a few, proper sentences in the local language. The student can choose what the topic they will write on, and must be able to write their name, age, and local address at the top of the document. The document must be between 75 – 100 words (approximately 4-5 sentences). The evaluator will check to make sure correct spelling, grammar, and punctuation have been used.

## Artistic Expression

Students will need to memorize either two songs or one poem in the local language, and perform this in front of the evaluator. In addition, the student will be asked if they had an opportunity to perform the songs and/or poem in front of a local audience and will be awarded 10 extra points if they were able to do this before the final evaluation.

## Effort

The student must demonstrate to the evaluator that they have cultivated a sincere desire to learn and to persevere with improving their language skills. This can be assessed by the evaluator through asking the student about how they have found their time with their conversation partner, and what type of attitude toward learning the language that the student has sustained throughout their internship. This category is subjective, and if the evaluator does not know the student well, they can ask the student to evaluate themselves on a scale of one to ten.

## Assessment Summary

<b>Language School Attendance and Informal Language Learning</b>	<b>40%</b>
<b>Conversation Partner</b>	<b>30%</b>
<b>Mid-Point Evaluation</b>	<b>10%</b>
<b>Final Evaluation</b>	<b>20%</b>

## Grading Summary

Letter Grade	Numerical Equivalents	Description
A+	95-100	Excellent
A	90-94	
A-	86-89	
B+	80-85	Good
B	76-79	
B-	73-75	
C+	70-72	Satisfactory
C	66-69	
C-	63-65	
D+	60-62	Minimal Pass
D	55-59	
D-	50-54	
F	0-49	Failure

### Ambrose University Academic Policies:

#### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

#### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's

Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

#### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

## Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

## Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

## Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

## Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.