
Term Information

Effective Term Summer 2025

General Information

Course Bulletin Listing/Subject Area Center for Lang, Lit & Culture
Fiscal Unit/Academic Org Foreign Language Center - D0543
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3191
Course Title Mentored Training in Intercultural Competence through Language Education (MILE)
Transcript Abbreviation MILE
Course Description This course is part of an internship program which offers professional development that focuses on best practices in teaching a world language and intercultural competence. The course includes a practicum where students will apply the principles and concepts that were covered to teach a world language to middle school students through the Global Citizen Summer Camp.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.9999
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students should successfully be able to: Analytic Thinking: Students will develop the analytical thinking to analyze and gain useful knowledge on best practices teaching middle school students.
- By the end of this course, students should successfully be able to evaluate language activities to determine their appropriateness for adolescents.
- By the end of this course, students should successfully will develop better intercultural understanding by reflecting on their individual orientations based on the Intercultural Development Inventory (IDI) assessment.
- By the end of this course, students should successfully be able to have gained a better understanding on how to navigate with community members (adolescents) from a variety of cultural groups.
- Students will develop effective communication skills to discuss methodological issues related to teaching the various age groups to stakeholders
- Students will effectively articulate their own teaching philosophy and reflections about teaching in a summer camp to potential employers and productively utilize their resources in a variety of careers and professional environments.
- Students will develop integrated reasoning to connect language learning issues through the practice of teaching.
- Students will develop integrated reasoning to draw educated parallels between academic and operational language teaching within a summer camp setting.

Content Topic List

- Introduction to language teaching and intercultural competence
- Introduction to IDI Assessment
- The Learner: Setting the stage for language
- Guiding principles for teaching an L2
- Language Learning Fundamentals
- Planning for Curriculum, Unit, and Lesson Design
- Strategies for Building Toward Proficiency
- Input
- Output
- Culture & Intercultural Competence
- Cultural Values
- Stereotypes & Biases
- Hofstede's Cultural Dimensions
- Empathy
- Multicultural identity & conflict communication
- Intercultural Communicative Competence

Sought Concurrence

No

Attachments

- CLLC 3191 Course Syllabus.pdf: Syllabus

(Syllabus. Owner: Jones, Tia M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	01/14/2025 01:29 PM	Submitted for Approval
Approved	Jones, Tia M	01/14/2025 01:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/16/2025 10:48 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/16/2025 10:48 AM	ASCCAO Approval



Syllabus

CLLC 3191

Mentored Training in Intercultural Competence through Language Education (MILE)

Summer 2025

3 Credit Hours

Hybrid

Course overview

Instructor

- Name: Sandhya Shanker
- Email Address: shanker.35@osu.edu
- Phone Number: 517-449-4647
- Course Zoom Link:
<https://osu.zoom.us/j/99995814134?pwd=BhwrGpO118HTfUCdniSibslNvGYeHP.1>
- Office Hours: TBD based on students' schedule
 - Zoom Link:
<https://osu.zoom.us/j/99288591732?pwd=akJjK3NWSTFMejZXKzNGamdoZDkrUTo9>

Note: My preferred method of contact is [Email: shanker.35@osu.edu].

Course description

This course is part of an internship program for undergraduate students which aims to offer professional development as a set of collaborative and job-embedded processes that focus on

- Enhancing pedagogical skills in teaching a world language



- Ensuring continued development of proficiency in a world language
- Promoting cross-cultural awareness and sensitivity
- Developing intercultural competence

Students will be trained in best practices to teach world languages and intercultural competence to middle school students. The training will be followed by practical application of principles and concepts covered in the course in the Global Citizen Summer Camp (<https://cllc.osu.edu/outreach/summercamp>). The Global Citizen Summer camp is a non-residential camp for middle school students (rising 6th-rising 8th grade students) offered through the Center for Languages, Literatures & Cultures.

Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Analytic Thinking: Students will develop the analytical thinking to:
 - (a) Analyze and gain useful knowledge on best practices teaching middle-school students
 - (b) Evaluate language activities to determine their appropriateness for adolescents
2. Intercultural Understanding: Students will develop better intercultural understanding by:
 - (a) Reflecting on their individual orientations based on the Intercultural Development Inventory (IDI) assessment.
 - (b) Gaining a better understanding on how to navigate with community members (adolescents) from a variety of cultural groups.
3. Effective Communication: Students will develop effective communication skills to:
 - (a) Discuss methodological issues related to teaching the various age groups to stakeholders
4. Effectively articulate their own teaching philosophy and reflections about teaching in a summer camp to potential employers and productively utilize their transferable skill resources in a variety of careers and professional environments
5. Integrated Reasoning: Students will develop integrated reasoning to:
 - (a) Connect language learning issues through the practice of teaching
 - (b) Draw educated parallels between academic and operational language teaching within a summer camp setting

How this online course works

Mode of delivery

This course is 60% online and 40% in-person. There are required sessions when you must be logged in to Carmen at a scheduled time. Students are required to be present on campus for 1 week.

Pace of online and in-person activities

1. The online training in language teaching & intercultural competence will take place over 3 weeks (May 19th-June 6th, 2025). In this 3-week segment, students will be guided through best practices in teaching a language as well as intercultural competence for middle school students. Each day, there will be 3 hours of instruction (via Zoom) accompanied by homework assignments.
2. The in-person segment (46%) will be for a duration of 1 week (June 9th-13th, 2025). This week will consist of a practicum component where students will be required to teach and assist with the Global Citizen Summer Camp that will take place on OSU's (Columbus) campus. The Camp will include a language immersion experience (morning session) and intercultural competence (afternoon session) for middle schoolers. Based on the language background of the 4 student teachers to be recruited, the language session can be organized in one of the following ways:

Option 1 (if each of the 4 students are proficient in different languages)	Option 2 (if 2 students are proficient in Language A and 2 are proficient in Language B)	Option 3 (if all 4 students are proficient in Language A)
Day 1: Language A Day 2: Language B Day 3: Language C Day 4: Language D Day 5: Review of Languages A, B, C & D	Day 1: Language A Day 2: Language A Day 3: Language B Day 4: Language B Day 5: Review of Languages A & B	Day 1: Language A Day 2: Language A Day 3: Language A Day 4: Language A Day 5: Language A



Credit hours and work expectations

This is a 3-credit course

Participation requirements

Because this is a digital course, your attendance is based on your online activity and in-person participation. The following is a summary of students' expected participation:

Participating in online activities

Students are required to attend online classes (3 hours per day) for 3 weeks. Daily meetings provide an opportunity for the students to discuss assigned readings and collaboratively create lesson plans to teach the Global Citizen Summer Camp (see course schedule), report on their progress, seek clarifications and plan for the summer camps. There will be a total of 15 meetings starting the week of May 19, 2025 and going until the week of June 6th, 2025. Students will be graded on participation based on the following rubric:

Participation Rubric	Excellent (10 points)	Good (8 points)	Adequate (6 points)	Insufficient (4 points)
Active participation in group discussion	Arrived on time, adequately prepared and actively participated in discussion	Arrived on time, participated most of the time in discussion	Arrived late to the meeting or left early (without prior notification), Participated minimally, mostly when called upon, appeared somewhat distracted	Arrived late or appeared very distracted (sleeping, tweeting, texting, etc.), did not stay for the entire duration of the meeting
Quality of contributions	Excellent contributions, displaying a great understanding	Good contributions that indicate having paid attention,	Contributions made but disconnected from the discussion,	Very minimal to no contributions made.



	of the discussion topic, excellent critical thinking and problem-solving skills .	being prepared, and critically thinking about the topic being discussed	absence of critical thinking	
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While regular attendance is expected for online classes, absences will be closely monitored and fall into three categories:

a) Grace absences: you are allowed 1 grace unexcused absence (i.e. without any documentation or proof). The one day should **not** be interpreted as a free day so use it wisely! It should be reserved for foreseeable or unforeseeable events and emergencies, including illness for which medical attention is not sought. Any unexcused absence beyond the allowed grace day will negatively affect your final course grade at the end of the semester.

b) Excused absences: absences will be excused if you have an acceptable, verifiable reason. In this context, “acceptable” means an illness, a death in the family (or some other significant family event, such as a wedding), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide official, original documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. Examples include a doctor’s note on original letterhead paper; an original program from a wedding, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives and the Absence Excuse Form downloaded from the “Advice Nurse” page are **NOT** acceptable documentation. All medical certificates, Minute clinic and Urgent Care excuses must be signed by a doctor, include contact info, and show the exact dates you are excused for. If you have a chronic illness that may cause recurrent absences or tardiness, it must be certified and dated by a medical doctor or the Office of Student Life Disability Services. Documentation intended to excuse an absence should be presented to the instructor no later than 48 hours after your return to class.

NOTE: The falsification of official documents is a serious offense that will be reported to COAM.

After the one grace day, the following policy is in place:

- 1 unexcused absence: final grade lowered one half grade (e.g. A becomes A-)



- 2 2 unexcused absences: final grade lowered another half grade (e.g. previous A- becomes B)
- 3 3 unexcused absences: final grade lowered another half grade (e.g. previous B becomes B-)

If you reach a total of 3 absences (i.e. 3 hours), you fail the course.

There is **NO** absence policy for the week of the Global Citizen Summer Camp. Since you are going to be teaching the camp entirely on your own, you are required to be present for each day of camp. If you expect to miss even 1/2 day of camp, you should **NOT** enroll in this course.

Office hours and live sessions (optional)

The online classes for this course are mandatory. Attending my office Hours is optional.

Course communication guidelines

Writing style

The instructor expects communication from the student to meet formal and professional standards.

Sample syllabus policy: In sending me an email, please consider this a formal interaction. Begin with “Dear Professor X,” articulate your question or other content in full, grammatical sentences, and end with a traditional close and your name.

The instructor encourages informal yet polite forms of communication when students are sending messages or emails to each other.

Tone and civility

Students are encouraged to adhere to the following guidelines when sending communications to the instructor or their peers during the 3-week online training:

- Messages sent on a weekday (Monday-Friday) before 4:00pm ET will get a response *the same day*.
- Messages sent after 4:00pm ET Monday-Thursday will get a response *the next day*.



- Messages sent after 4:00pm on Fridays or on the weekend will get a response *the following Monday*.

During the week of the Global Citizen Summer Camp, please check with your peers to see what their communication preferences are.

In case of any disagreements or disruptions, please email the instructor first. The instructor will then set up a time to meet to discuss it in detail.

Citing your sources

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Policy on the Use of Generative Artificial Intelligence (GenAI)



Given that the learning goals of this class are developing your ability to use writing to articulate your scientific findings, and building your awareness of issues related to publishing and scientific writing, the use of generative artificial intelligence (GenAI) tools such as—such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate—is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State’s [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will inform COAM immediately.

If you feel you need to use GenAI for translation, please contact the instructor first.

Protecting and saving your work

Students are encouraged to compose their work in documents or word processing tools outside of Carmen where they can ensure their work will be saved. This gives them a backup in case they encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.



Course materials and technologies

Textbooks

Course materials will be provided by the instructor and available on the course page on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software



- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Intercultural Development Inventory (IDI) Assessment (to be taken 2 times, one at the start of the course and one after the summer camp)	20%



Assignment Category	Points and/or Percentage
Reading Comprehension Quizzes	20%
Designing lesson plans to teach for 5 days in the Global Citizen Summer Camp	20%
Class observation during summer camp	10%
Online Class Participation	10%
Reflection on internship experience	10%
Intercultural Development Plan (IDP)	10%
Total	100%

Description of major course assignments

Assignment #1: Intercultural Development Inventory (IDI)© Assessment:

- **IDI assessment:** Complete a 15-20 minute online, multiple-choice questionnaire. You will take the IDI (<https://idi5.idiassessment.com/>) twice for the class (once at the beginning and once at the end) with the secure login information provided by the instructor.
- **IDI debrief:** Review your IDI results and complete the online debrief after the first IDI.
- **Intercultural Development Plan (IDP):** After completing your IDI assessment and debriefing, you will complete a series of customized reflections and activities that focus on conscious development of intercultural competence.

Assignment #2: Homework Assignments & Reading comprehension quizzes



You will be assigned readings related to language teaching and intercultural competence. Every reading will include a quiz on Carmen to ensure that you are prepared for discussion in class.

Assignment #3: Designing Lesson Plans

Students will be designing lesson plans to teach the Global Citizen Summer Camp based on best practices for language teaching and the intercultural competence development of adolescent students. All approved lesson plans will be due on Carmen before the start of the summer camp.

Assignment #4: Teacher observation during summer camp

The instructor will observe two sessions of each student teaching the summer camp (one language and one intercultural competence session) and will submit the observations on Carmen.

Assignment #5: Reflection on internship experience

Students will submit a 2-page (single-spaced) reflection on their internship experience and how it contributed to their language proficiency and intercultural competence development.

Assignment #6: Intercultural Development Plan (IDP)

References for readings

Curtain, H. A., & Dahlberg, C. A. (2016). *Languages and learners: Making the match: World language instruction in K-8 classrooms and beyond*. Pearson Education.

Henshaw, F., & Hawkins, M. (2022). *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. Hackett Publishing Company.



○ **Academic integrity and collaboration guidelines**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Use of AI in Academic Courses

The OSU Committee on Academic Misconduct has provided the following [policy on the use of AI by students in academic courses](#):

"All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own.

In accordance with this policy, in our course we will **NOT** use AI in the following ways:

- Text-creation
- Summary and Explication
- Brainstorming and Planning
- Substantive Feedback

Use of AI is permitted for Editing & Proofreading documents. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact the instructor to discuss it first.

Late assignments

Late work will not be accepted.



Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Academic policies

Academic Integrity Policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have



violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students



to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting mcc.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin

Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.



With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assessments Due
1 (Online)	Monday May 19, 2025	-Syllabus overview -Introduction to language teaching and intercultural competence -Introduction to IDI Assessment -Students take the IDI Assessment	
	Tuesday, May 20, 2025	The Learner: Setting the stage for language Guiding principles for teaching an L2	IDI Group Debrief (Round 1) Reading 1: The Learner: Setting the stage for language (Chp 1; Curtain & Dahlberg, 2016) Quiz 1
	Wednesday, May 21, 2025	Language Learning Fundamentals	Reading 2: Language Learning Fundamentals (Chp 3: Curtain & Dahlberg, 2016) Quiz 2
	Thursday, May 22, 2025	Planning for Curriculum, Unit, and Lesson Design	Reading 3: Planning for Curriculum, Unit, and Lesson Design (Chp 2: Curtain & Dahlberg, 2016) Quiz 3
	Friday, May 23, 2025	Strategies for Building Toward Proficiency	Reading 4: Strategies for Building Toward



Week	Date	Topics/Readings/Assignments	Assessments Due
		Input (Chp 3; (Henshaw & Hawkins, 2022) Output (Chp 5: Henshaw & Hawkins, 2022)	Proficiency (Chp 4: Curtain & Dahlberg, 2016) Quiz 4
2 (Online)	Monday, May 26, 2025	<i>No Class (Memorial Day)</i>	Reading 5: Bringing language to life with Games & Activities (Chp 12: Curtain & Dahlberg, 2016) Quiz 5
	Tuesday, May 27, 2025	Topic: Culture & Intercultural Competence Brainstorming topics for summer camp	Reading 6: <i>Introduction to Culture & Intercultural Competence</i> Reading 7: <i>Culture & Intercultural Competence</i> Quiz 7
	Wednesday, May 28, 2025	Topic: Cultural Values Designing lesson plans for summer camps	Reading 8: <i>Cultural Values</i> Quiz 8
	Thursday, May 29, 2025	Stereotypes & Biases Designing lesson plans for summer camps	Reading 9: <i>Stereotypes & Biases</i> Quiz 9
	Friday, May 30, 2025	Topic: Hofstede's Cultural Dimensions Designing lesson plans for summer camps	Reading 10: <i>Hofstede's cultural dimensions</i> Quiz 10



Week	Date	Topics/Readings/Assignments	Assessments Due
3 (Online)	Monday, June 2, 2025	Topic: Empathy Designing lesson plans for summer camps	Reading 11: <i>Empathy</i> Quiz 11
	Tuesday, June 3, 2025	Topic: Multicultural identity & conflict communication Designing lesson plans for summer camps	Reading 12: <i>Multicultural identity & conflict communication</i> Quiz 12
	Wednesday, June 4, 2025	Topic: Intercultural Communicative Competence Designing lesson plans for summer camps	Reading 13: Verbal & Nonverbal Communication Quiz 13
	Thursday, June 5, 2025	Work on summer camp lesson plans	Work on summer camp lesson plans
	Friday, June 6, 2025	Work on summer camp lesson plans	Work on summer camp lesson plans
4 (Global Citizen Summer Camp)	Monday, June 9, 2025	Teach/Assist in summer camp Work on IDP Parts 1.0, 2.0, 3.0 & 4.0	
	Tuesday, June 10, 2025	Teach/Assist in summer camp Work on IDP Parts 1.0, 2.0, 3.0 & 4.0	
	Wednesday, June 11, 2025	Teach/Assist in summer camp Work on IDP Parts 1.0, 2.0, 3.0 & 4.0	
	Thursday, June 12, 2025	Teach/Assist in summer camp Work on IDP Parts 1.0, 2.0, 3.0 & 4.0	
	Friday, June 13, 2025	Teach/Assist in summer camp Work on IDP Parts 1.0, 2.0, 3.0 & 4.0	The following assignments will be



Week	Date	Topics/Readings/Assignments	Assessments Due
			due by 11:59pm on Monday June 16 th : <ul style="list-style-type: none">• Reflection on Internship Experience• IDP Parts 1-4 due• IDI Assessment (Round 2)