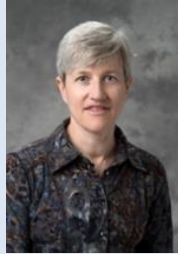


GRAD 59000
Mentoring Intercultural Growth:
Theory & Application
Spring 2025
Tuesday, Thursday 1:30-2:45
Zoom

Instructor



Aletha Stahl, PhD, stahl23@purdue.edu, 765-977-6873 (cell for urgent messages).

Aletha is lead intercultural learning specialist in CILMAR and affiliated faculty in Comparative Literature. Following two decades as a faculty member at a small liberal arts college, Aletha joined Purdue to deepen her knowledge and skillset of all things intercultural. She co-piloted this course 2 years ago and loves teaching it for the opportunity to get to know grad students and to learn from and with students and guest instructors.

Course Description

Intercultural competence, or the capacity to interact effectively and in culturally relevant ways across differences such as age, gender, race, abilities, religious and political beliefs, socioeconomic status, etc., is key for satisfactory professional and interpersonal communication. It entails knowledge, skills, and attitudes that are most often developed through intentional and supported efforts. For this reason, leaders in many sectors are called upon to mentor intercultural competence in others -- formally or informally, individually or in groups, face-to-face or in virtual settings.

To support your capacity to mentor intercultural competence in others, this course asks you to engage in experiential learning and reflective practices in addition to acquiring knowledge. Key themes include mentorship; frameworks for intercultural competence and diversity, equity, and inclusion learning; assessment; learning theories; facilitation, and wellbeing. Course activities are also designed to foster your intercultural development.

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Purdue policies and resources for support can be found in Brightspace.

Learning Outcomes

If you successfully complete this course, you will be able to:

1. Articulate new self-awareness (e.g., of your own cultural identity and habitual behaviors) as an intercultural mentor, including strengths and areas for potential growth. (Assessed by Intercultural Mentor Autobiography, Intercultural Mentor Development Plan)
2. Demonstrate foundational knowledge of models, frameworks, and practical approaches to bridging differences from the intercultural/global and diversity/inclusion realms. (Assessed by Contribution, Discussion Leadership)
3. Design and implement learning interventions for the development of intercultural competence and related learning outcomes. (Assessed by Activity Leadership)
4. Select and use relevant formative and summative methods of assessing learners' intercultural development. (Assessed by Contribution)

Expectations for Our Learning Community

Own our learning community: I aim to create a social constructivist learning space where we all build knowledge and skills together. This means that you need to prepare, listen actively, and contribute.

Communication: I invite you to keep channels of communication active and open. Email is my preferred means of communication, and I expect myself to respond to emails within 24 hours except on weekends and breaks. You may also text or leave a voice message if a matter is urgent. I want to model bringing my whole self to class and encourage you to do the same by sharing as you are comfortable about what affects your contributions. I particularly invite you to let me and potentially your classmates know in advance if you know you will be absent.

Schedule pattern: Generally, we will spend more time discussing frameworks and theories on Tuesdays and more time doing experiential and assessment activities on Thursdays.

Due dates: I plan due dates with the purpose of distributing the workload across the semester and giving you good feedback. See Grading and Homework below to understand how routine preparation is evaluated.

Grading

I plan to “ungrade” this course. I choose this “(un)grading” framework because I think it will help you focus on what is most important and manage your own learning with less stress, help me give you more meaningful feedback, and support our social constructivist learning environment.

What does “ungrading” imply?

- I will not give you letter or number grades on your assignments, participation, or attendance.
- I will give you feedback on all assignments that are handed in within a week of the due date. Most often my feedback will use the rubric associated with the assignment. I will strive to give you feedback within 2 weeks of when you hand in the assignment.
- I will not expect myself to give you feedback on assignments that you hand in more than a

week after the due date unless we have discussed the situation in advance.

- I will ask you to assess your own engagement with the materials, assignments, and in-class activities and discussions at least once during the semester and again at the end.
- Content to prepare for class will be found in Brightspace. The quality of our discussion depends on the quality of your engagement with the material. A good process for preparing to discuss is to take notes in a [double entry journal](#).
- I still need to submit a letter grade to the Registrar's Office. Your self-assessments will be important in determining your grade.
- You will be able to present good evidence for an **A** in the course if you...
 - Submit initial drafts of all the Essential Assignments plus 2 Choice Assignments
 - Reach the level of "excellent" on multiple assessment categories within these assignments
 - Attend class each time you're physically and mentally able
 - Contribute to every class meeting by being prepared and sharing your thoughts
- You will be able to present good evidence for an **B** in the course if you...
 - Submit initial drafts of all the Essential Assignments plus 2 Choice Assignments
 - Reach the level of at least "satisfactory" on all assessment categories within these assignments
 - Attend class at least 85% of the time
 - Contribute to most class meetings by being prepared and sharing your thoughts
- You will be able to present good evidence for a **C** in the course if you...
 - Submit initial drafts of all the Essential Assignments plus 1 Choice Assignments
 - Reach the level of at least "satisfactory" on most assessment categories within these assignments
 - Attend class at least 70% of the time
 - Contribute to multiple class meetings by being prepared and sharing your thoughts
- You will be able to present good evidence for a **D** in the course if you...
 - Submit initial drafts of 3 Essential Assignments plus 1 Choice Assignments
 - Reach the level of at least "satisfactory" on most assessment categories within these assignments
 - Attend class at least 55% of the time
 - Contribute occasionally to class meetings by being prepared and sharing your thoughts

Assignments

Essential Assignments address key learning outcomes of the course. I will give you feedback using a rubric, and you may resubmit based on that feedback.

1. **Intercultural Mentor Autobiography:** The autobiography will be a summary of who you are as an intercultural mentor. It will be approximately 300-500 words. Components in your autobiography should include (1) educational background, (2) notable achievements in the fields of intercultural mentorship or learning, (3) reflection on how your positionality and experiences shape your mentoring, and (4) closing statement (e.g., passion, future career path).

2. **Intercultural Mentor Development Plan:** In the Development Plan, you will (1) conduct a self-assessment of skills, strengths and areas you already obtain and in need of development as an effective intercultural mentor, (2) outline long-term career objectives, (3) prioritize 2-3 developmental areas, (4) define the approaches and time frame for developing the specific skills, knowledge, and attitudes, (5) break larger goals into smaller plans with more detailed steps, timelines, and measures of progress.
3. **Discussion Leadership:** Toward the end of the semester, class sessions are reserved for you to sign up to lead discussion for 35 minutes. To this end, you will choose a topic relevant to the course, assign homework for your peers and instructor, and lead class in whatever form you choose, e.g., lecture, discussion, etc. Homework you wish to assign must be submitted at least one week in advance to give instructors time to put it in Brightspace. You are invited to discuss your ideas with an instructor in advance.
4. **Activity Leadership and HubICL Contribution:** Toward the end of the semester, class sessions are reserved for you to sign up to facilitate an intercultural learning activity for 35 minutes. To this end, you will 1) develop a new activity on your own, facilitate it, and enter it in the HubICL Toolbox; **or** 2) facilitate an existing activity from the HubICL Toolbox, write a review, and write up a 200-400 word critical reflection (suggested model: what, so what, now what) about your experience facilitating it.

Choice Assignments address key outcomes of the course while allowing you to focus on what is most meaningful to you. I will give you feedback on these, and you may resubmit based on that feedback.

1. **Assessment Reflections:** You will complete multiple intercultural and inclusion assessments for this course. For this assignment, write or make a brief recorded reflection for 3 of them. In your reflection, address all of the following: how you felt taking the assessment; your response to your results; your greatest learning from the assessment; and in what mentoring situation/s and why you might use the assessment, or why you would steer away from that particular assessment. (Addresses Learning Outcome 4)
2. **Sample Data Assessment:** You will analyze a set of data to assess some aspect of learners' intercultural competence or DEI learning. You can determine method and tool in conversation with an instructor. You will write a brief but complete report discussing methods, results, and implications. (Addresses Learning Outcome 4)
3. **Case Study:** You will learn multiple concepts during the class. Based on your experiences with and reflections about these, write a case study based on mentoring intercultural growth. You can interview students or instructors in class or talk to a friend to incorporate their experiences into your case study. Suggested reference: Budgell B. (2008). Guidelines to the writing of case studies. *The Journal of the Canadian Chiropractic Association*, 52(4), 199–204. (Learning Outcome/s addressed depend on case study content.)
4. **Children's Book/Activities/Games:** Create materials for children to help them develop a specific intercultural attitude, knowledge, or skill. Consider designing an illustrated storybook, educational app, activity book, craft kit, board game, etc. Include clear indications of age group, learning outcomes, and a brief rationale for the effectiveness of your creation in achieving the learning outcomes. (Addresses Learning Outcome 3)
5. **Self-directed Assignment:** If you have an idea for a learning experience that would serve you and that would meet with at least one of the learning outcomes for this course, you are invited to design it and the rubric for it in conversation with an instructor.

Course Schedule (subject to change)

Date	Topic	Assignment due (see Brightspace for full information and homework materials)
Tuesday, Jan. 14	Intro to ICC	
Thursday, Jan. 16	Metaphors for Culture Definitions of Intercultural Competence--activity PIM Discussion	
Tuesday, Jan. 21	Developmental Models of Intercultural Competence: IDC, IKC rubric	
Thursday, Jan. 23	Developmental Models: Activities, ASKS2	
Tuesday, Jan. 28	CQ	
Thursday, Jan. 30	CQ: activities	
Tuesday, Feb. 4	Intro to Assessment IES, ICI, Sorrels, intro to BEVI	
Thursday, Feb. 6	Activities: emotional resilience, inclusion	Intercultural Mentor Autobiography
Tuesday, Feb. 11	Transformative Learning	
Thursday, Feb. 13	TL: BEVI debrief, activities	
Tuesday, Feb. 18	Models for Diversity, Equity, Inclusion, Belongingness and ICL	
Thursday, Feb. 20	DEI activities	Choice Assignment #1
Tuesday, Feb. 25	Mentorship -- general	
Thursday, Feb. 27	Mentorship activities	

Tuesday, March 4	Culturally Responsive Mentorship	
Thursday, March 6	Mentorship Activities	Choice Assignment #2
Tuesday, March 11	Experiential Learning	
Thursday, March 13	Experiential learning activities	Self-assessment 1
Tuesday, March 18	Spring break	
Thursday, March 20		
Tuesday, March 25	Facilitation	
Thursday, March 27	Facilitation practice	
Tuesday, April 1	Wellbeing	
Thursday, April 3	Andragogy IC in the context of AI	Intercultural Mentor Development Plan
Tuesday, April 8	Student leadership	
Thursday, April 10		
Tuesday, April 15	Student leadership	
Thursday, April 17	Student leadership	HubICL PDZ module
Tuesday, April 22	Student leadership	
Thursday, April 24	Wrap-up	
April 29 – May 4 Exams	Exam Period	Self-assessment 2

