

# MATRIX OF CASES

Case	Title	Issues
<b>1</b>	Adjusting to a New Environment	culture shock; navigating new systems and environments; homesickness; excitement with new situation; discrimination
<b>2</b>	Group and Pair Work	setting up group and pair work; evaluating group and pair work; interpersonal relationships; gender
<b>3</b>	Interpersonal Interactions among Students	interactions among individual students; politeness; student complaints and negative comments about others; prejudice; providing and receiving peer comments and criticism
<b>4</b>	Students and Political Issues	political differences; debating respectfully; peaceful classroom and safe environment; taboos; non-verbal communication and politeness; prejudice
<b>5</b>	Student Classroom Behaviors	appropriate classroom behavior; politeness and respect for others; classroom management, rules, and discipline; feelings of entitlement
<b>6</b>	Class Participation	nonverbal communication; paying attention in class; affective filter and monitor; student personalities
<b>7</b>	Intracultural Behavior	individualistic and collectivistic cultures; peer pressure; saving face
<b>8</b>	Reasonable and Unreasonable Excuses	academic procrastination; cultural values and practices; determining what is and is not an acceptable excuse; verifying excuses; Gay, Lesbian, Bisexual & Transgender (GLBT) issues; feelings of entitlement; cancelling class
<b>9</b>	Attendance and Punctuality	student honesty; cultural concepts of time; excused vs. unexcused absences
<b>10</b>	Student Misunderstandings	determining if misunderstandings are linguistic or cultural; speech acts and cultural differences; student accusations of faculty error
<b>11</b>	Class Visitors	power differential between students and instructor; procedures and etiquette for visiting classes; program policies regarding visitors; pets

<b>12</b>	Third Party Involvement	cultural variations in use of third parties; understanding appropriate use of third parties in new environment
<b>13</b>	Student Attire, Hygiene, and Mannerisms	cultural attitudes toward personal mannerism, attire, and behavior; determining appropriate attire, mannerisms, and behaviors for specific settings; faculty bringing up sensitive issues with individuals and/or classes; faculty responding to insensitive or personal comments students make about a classmate or classmates
<b>14</b>	Student Disabilities and Mental Health	incorporating students with disabilities and mental health issues into the class; making appropriate accommodations for individuals with disabilities; identifying individuals who may need assistance because of a disability or mental health issue
<b>15</b>	Risky Behaviors	identifying students who may engage in risky behaviors; determining when and how to intervene; determining faculty responsibility for students to adopt healthy habits and avoid risky behaviors; drawing attention to individual students' behaviors
<b>16</b>	Stress	academic stress; personal stress; assisting students with stress; overachievers
<b>17</b>	Religious Beliefs and Practices	discussing controversial issues; expressing strongly held beliefs; promoting religious understanding and tolerance among students; creating a safe environment for all students and faculty; verifying legitimacy of requests
<b>18</b>	Discrimination	discrimination against and by students and faculty; stereotyping based on culture, gender, sexual identity, and other characteristics; confidentiality of student information and specific incidents; determining how best to assist students who have been discriminated against
<b>19</b>	Technology and Modern Life	uses of technology to enhance language learning; accessibility of technology by students; students' and faculty's comfort in using technology; privacy issues
<b>20</b>	Cheating	differing cultural understandings of cheating; consequences of cheating; honor code
<b>21</b>	Plagiarism	understanding what plagiarism is; different cultural views of need to document scholarship

<b>22</b>	Assigning Course Grades	consideration of personal issues when calculating course grades, or approving grade changes or withdrawals; gift-giving; criteria and weight of each component in calculating course grades
<b>23</b>	High-Stakes Testing	admission criteria of colleges and universities and their appropriateness; gatekeeping mechanisms; stress associated with high stakes testing
<b>24</b>	Parental Pressure and Influence	faculty consideration of parental expectations and pressure when making decisions; autonomy of faculty; faculty determining appropriate advice and assistance for students under pressure
<b>25</b>	Requests for Academic Assistance	faculty burnout; faculty setting limits and maintaining good “work-life balance”; institutional support services for students
<b>26</b>	Recommendations	deciding whether to write a letter of recommendation or act as a reference; determining what to tell a student about the content of the letter; determining what to include in a letter; confidentiality of student information; legal considerations regarding information included in letters of recommendation
<b>27</b>	Sponsored Events	politeness; types of sponsored events; service-learning; role of instructor before, during, and after sponsored events; racism
<b>28</b>	Students and the Legal System	U.S. Immigration and Customs Enforcement (ICE); institutional responsibilities related to federal regulations; verifying student explanations; helping students understand U.S. government regulations
<b>29</b>	Dangerous and Uncomfortable Situations	crimes; incorporating safety issues into the curriculum; community resources for safety; respecting others’ personal decisions
<b>30</b>	Possible Abusive Situations	identifying abusive situations: determining how to deal with suspected abusive situations; community resources for dealing with abuse
<b>31</b>	Selecting Materials	criteria for the appropriateness of materials; respecting different faculty and pedagogical perspectives; determining how the choices of materials impact other classes and students

<b>32</b>	Faculty Personal Agendas	academic freedom; content-based instruction: sharing of personal information and political views in classes; advocacy
<b>33</b>	Faculty Personal Issues	dealing with complaints about an instructor; interpreting Americans with Disabilities Act (ADA); impact of family obligations and other personal issues on work; handling faculty with suspected substance abuse problems
<b>34</b>	Romance at School and Work	power differential among faculty, staff, and students; dating among faculty or staff and students; handling unwanted attention from classmates and/or instructors; verifying rumors; privacy
<b>35</b>	Collegiality	working well with others; being considerate and reasonable; taking one's responsibilities seriously; power differential among faculty
<b>36</b>	Integrity	student evaluations of teaching; honesty and ethical behavior of faculty in presenting themselves and in dealing with others
<b>37</b>	Linguistic Competence	qualifications of faculty; students' perceptions of faculty qualifications and effectiveness; non-native speaker (NNS) of English professionals and native speaker of English (NSE) professionals; accents; discrimination
<b>38</b>	Instructor Effectiveness	qualifications of an instructor; professional responsibilities and obligations; methods of grading written work; pacing of instruction; dealing with mixed-level classes
<b>39</b>	Students as Research Subjects	protection of research subjects; quality and appropriateness of research; research etiquette
<b>40</b>	Job Security and Support at Work	working conditions; job security; professional development; issues particular to part-time instructors