

**GRADUATE SCHOOL OF EDUCATION  
RUTGERS, THE STATE UNIVERSITY  
NEW BRUNSWICK, NJ**

**SYLLABUS for LANGUAGE & CULTURE  
Spring Semester 2012  
15:300:433  
15:253:523**

<b>General Information</b>		
Instructor:	Elizabeth Franks	Class meets: Tuesdays 4:50 – 7:30
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<b>Course Description</b>
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This course covers two broad topics: teaching language and culture, and teaching as a multicultural education.

What is the relationship between language and culture? What does it mean to learn and teach language and culture? How do we foster intercultural competence and global cultural consciousness? This course will introduce possible ways to answer these questions by drawing upon knowledge gained through personal experience and course readings, discussions, and activities. Through reading, writing, and critical reflection on our own and others' linguistic and cultural identities and border-crossing journeys, we will engage in a critical, experiential, narrative-based approach to understanding the process of participating in new linguistic and cultural communities in today's global society.

How can we teach for the success of students from different linguistic and cultural backgrounds? In what ways can language teachers serve as advocates for the affirmation of linguistic and cultural diversity? This course is designed to foster cultural awareness at the individual and systematic levels and to prepare teachers who will promote equity and social justice in educational practices. As a class, we will examine various types of institutional discrimination. We will discuss the meaning of multicultural education and work to understand how teachers can create practices that establish high expectations for *all* students and encourage, develop, and support learning by *all* students. We will discuss the language teacher's unique role in the struggle to educate students from diverse language and cultural backgrounds in today's global society.

<b>Course Texts and Materials</b>
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Required Text:

Nieto, S. and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education, sixth edition*. Boston, MA: Allyn and Bacon.

Additional readings are listed on the syllabus and available on Sakai. Additional readings may be added as necessary.

## Course Member Contributions

### 1. Participation (20%)

Active participation includes attending class, arriving on time, engaging in class discussions and readings, actively and sensitively listening to your peers, reading assigned texts before class meetings, and preparing short homework or in-class assignments that demonstrate having read course materials. As participation is a key component for this class, your presence is necessary. **Absences and tardiness will affect your grade.** To not have an absence drop your grade (for example, an A will drop to a B+, a B+ will drop to a B, etc...), you must notify me in advance and make arrangements to make up the missed class activities.

### 2. Language and Culture Portfolio (80%)

**A. Short responses to journal articles about multicultural education or globalization theme in K-12 classes.** Two essays, each worth 5% of grade. (10%)  
Due February 14<sup>th</sup> and March 6<sup>th</sup>.

**B. Language and Culture Lesson Plan.** Lessons due on April 3<sup>rd</sup>. (10 %)

**C. Border –crossing experience** A visitation to a local high school is planned so that you can interview diverse students about their school/life experiences. A written reflection of your interview will be due on March 29<sup>th</sup>. (10%)

**D. Teaching Philosophy.** Use course readings, activities, and discussions to update your teaching philosophy. Due April 17<sup>th</sup>. (10 %)

**E. Identity Paper.** Use course readings, activities, journals and discussions as a framework to reflect upon your multiple identities and the way they may influence your language and culture teaching. Consider the identities of your (future) students and discuss the importance of knowing *who you are* and *who your students are* as we teach language and culture from a social justice perspective for the success of all our students. Discuss how you conceive of your role as a multicultural language educator. Papers are due on April 24<sup>th</sup>. (30%).

**F. Self assessment portfolio** Using class assignments, discussions and reflections, complete a self-assessment portfolio. You will be asked to score yourself on a rubric connected to the standards covered in this class and to provide evidence of why you selected that score. You will also submit a reflection essay on your achievement of class objectives (10%). Due May 1<sup>st</sup>.

More detailed descriptions and expectations for the contributions will be given to you during the course of the semester.

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The following NJ Professional Standards for Teachers guide the learning for this class:

#### **Standard Three: Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

### Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

### Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

### Grading Scale

95-100 A  
90-94 B+  
85-90 B  
80-84 C+  
75-79 C  
70-74 D (for undergraduate students)

Please refer to your student handbook for regulations regarding plagiarism and appropriate student conduct. Students needing special accommodations should speak to me or contact the Office of Disability Services at 732-932-2847.

### Tentative Course Schedule

Week	Date	Topic	Assignment
1	1/17	Introduction to Course and Each Other Learning Culture, Teaching Culture	Rethinking Schools, 2, (2001) Creating Classroom Community p. 163-166 Identity Theft
2	1/24	The Teaching of Culture in the Language Classroom  Understanding the Sociopolitical Context of Multicultural Education	Schulz, R. A.(2007). The Challenge of Assessing Cultural Understanding in the Foreign Language Classroom. <i>Foreign Language Annals</i> , 40 (1), pp. 9- 26.  Nieto & Bode (2012) Chapter 1
3	1/31	Defining Multicultural Education for School Reform	Nieto & Bode (2012) Chapter 2 Listen to discourse about race and multiculturalism & share examples
4	2/7	Racism, Discrimination, and Expectations of Students' Achievement	Nieto & Bode (2012) Chapter 3  Weinstein, C., Tomlinson-Clarke, S., and Curran, M. (2004). Toward a conception of culturally responsive classroom management. <i>Journal of Teacher</i>

			<i>Education</i> . 55(5), 25-38.
5	2/14	Intercultural Sensitivity, Intercultural Communicative Competence, and Global Cultural Consciousness  Culture, Identity and Learning	Durocher, D. O. (2007). Teaching Sensitivity to Cultural Difference in the First-Year Foreign Language Classroom. <i>Foreign Language Annals</i> , 40 (1), pp. 143-160. Nieto & Bode (2012) Chapter 5 <b>Response to first article due</b>
6	2/21	Linguistic Diversity in the US  Language in Context	Nieto & Bode (2012) Chapter 6  Omaggio-Hadley, A. (2000) <i>Teaching language in context</i> . Boston, MA: Heinle & Heinle Publishers. (pp. 345-359).
7	2/28	Structural and Organizational Issues in Schools  Cultural perspectives	Nieto and Bode, Chapter 4  MacIntosh, P. (1992). White privilege and male privilege. In M. L. Andersen & P. Hill Collins (Eds.), <i>Race, class, and gender: An anthology</i> (pp. 70- 81). Belmont, CA: Wadsworth Publishing Company.
8	3/6	Toward an Understanding of School Achievement	Nieto & Bode (2012), Chapter 7 <b>Response to journal article #2 due today.</b>
9	3/20	Border crossing experience	Interviews with students from North Plainfield High School
10	3/29	<b>In class demonstration of lesson</b>	<b>Written text of your linguistic and cultural border-crossing experiences due.</b>
11	4/3	Learning From Students	Nieto & Bode (2012), Chapter 8 <b>Lesson plans due.</b>
12	4/10	Adapting Curriculum for Multicultural Classrooms	Nieto & Bode (2012), Chapter 9
13	4/17	Implications for Teachers, Schools and Families	Nieto & Bode, Chapter 10  Garcia, Kleifgen & Falfi (2008) pp. 37-46 <b>Teaching philosophy due.</b>
14	4/24	Learning and Teaching of Young English Language Learners	Espinosa (2010) Getting it right <b>Identity papers due today.</b>
15	5/1	Summary and advocacy	<b>Self assessment reflection is due.</b>

## Policy on Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, and perform the work necessary to complete their degree requirements.

The University administration is responsible for working with faculty and students to foster a strong institutional culture of academic integrity, for providing effective educational programs that create an understanding of and commitment to academic integrity and for establishing equitable and effective procedures to deal with allegations of violations of academic integrity.

The faculty shares with the administration the responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

For more information on academic integrity, including multimedia presentations on plagiarism and its consequences, visit <http://academicintegrity.rutgers.edu/multimedia.shtml>