

**Language & Culture
Spring Semester 2014**

15:253:523:01 and 05:300:433:01

Tuesdays 4:50 – 7:30

Scott Hall, Room 202

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Office Hours: Tuesdays 1-3, or by appt.	Prerequisites or other limitations: 15:253:523 or 05:300:430
Mode of Instruction: ___ Lecture _X_ Seminar ___ Hybrid ___ Online ___ Other	Permission required: _X_ No, if in Language Ed EdM Program _X_ Yes, for non-Language Ed Students Directions about where to get permission numbers: mary.curran@gse.rutgers.edu

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<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>.

Learning Goals

During this course, we will focus on constructing knowledge regarding the following question and New Jersey Professional Teaching Standards.

Are you able to demonstrate knowledge of learners and learning in accommodating diverse learners and in the design of learning environments that provide a supportive, safe, and respectful environment?

1. **New Jersey Professional Teaching Standard Two: Human Growth and Development:** Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts, and provide opportunities that support their intellectual, social, emotional, and physical development.
2. **New Jersey Professional Teaching Standard Three: Diverse Learners:** Teachers shall understand the practice of culturally responsive teaching.

3. ***New Jersey Professional Teaching Standard Six: Learning Environment:*** Teachers shall understand individual and group motivation and behavior and shall create supportive, safe, and respectful learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Course Catalog Description

The relationship of linguistic, cognitive, attitudinal, and behavioral patterns within each culture and how they affect cross-cultural communication and language education.

Description

What is the relationship between language and culture? What does it mean to learn and teach language **and** culture? How do we foster intercultural and global competence? 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 the sociopolitical context of 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 and human rights? This course is designed to foster intercultural 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 teaching for social justice 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.

Course Texts and Materials

Required Texts:

Holliday, A. (2013). *Understanding intercultural communication: Negotiating a grammar of culture*. New York: Routledge.

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

Choice Books (do not choose a book until after our class meeting on Jan 28th when I can explain this project). You will be asked to select and read one of the following fiction books. Take a look at the books online to consider which one might interest you.

Adiche, Chimamanda Ngozi. *Americanah*. NY: Anchor.

Aslam, Nadeem. *Blind Man's Garden*. NY: Vintage.

Diaz, Junot. *The Brief Wondrous Life of Oscar Wao*. NY: Riverhead Books.

Hamsid, Mohsin. *How to Get Filthy Rich in Rising Asia*. NY: Riverhead Books.

Ratner, Vaddey. *The Shadow of the Banyan Tree*. NY: Simon and Schuster.

See, Lisa. *Shanghai Girls*. NY: Random House.

Desai, Kiran. *The Inheritance of Loss*. NY: Grove Press.

Additional readings are listed on the syllabus and will be distributed in class or are available via Sakai. Additional readings may be added as necessary.

Course Member Contributions

1. Participation (10%)

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. Geography Quiz and What's Happening in the World? (20%)

We will become familiar with our world through our preparation for a quiz on Feb 18th and a brief presentation on April 15th.

B. On-line discussion of free choice reading (10%).

We will choose a book to read and engage in an online discussion on March 11th. Response paper to reading and discussions due on March 16. (10%)

C. Language and Culture Unit Plan (30%).

Unit plans and demonstrations due on April 8th. This project is to be done in small groups. (30 %)

D. Final Paper (30%).

This paper will be a reflection on our work together this semester. 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 language educator for social

justice in the local and global context. In the paper, include reflections on how our experiences with the Brazilian teachers and our guest speakers; attendance at the Teaching the World Seminar; our discussions of teacher evaluations, and our visit to the United Nations (among other class activities) will influence your teaching. Consider how you may need to adapt your teaching philosophy. Papers are due on May 6th.

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

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 and the university web site for academic integrity (<http://academicintegrity.rutgers.edu>) 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 One, January 21

Introduction to Course and Each Other

Learning Culture, Teaching Culture, and Teaching Language for Social Justice

The local and global contexts

Video: *A Brief History of the Struggle for Educational Equity in the United States*

Web links:

What is the United Nations?

<http://www.un.org/en/aboutun/index.shtml>

What are human rights?

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/>

What are the Millenium Development Goals?

<http://www.un.org/millenniumgoals/multimedia.shtml> (click on view all)

Week Two, January 28, Meet in GSE Lecture Hall

The Teaching of Culture in the Language Classroom

What is the grammar of culture?

Reading: Holliday, Chapters 1 and 2

Assignment: Bring in an artifact that you can use to introduce an aspect of your cultural identities to the class.

Week Three, February 4

Understanding the Sociopolitical Context of Second Language Acquisition
Linguistic Diversity in US Homes and Classrooms

Reading: Nieto and Bode, Chapter 1, 2, 6

Assignment: What is the linguistic and cultural diversity in New Jersey? How is it changing?
Come to class with some information and resources to discuss this question.

Week Four, February 11, Meet in GSE Lecture Hall

Culture, Identity, and Learning
Global Competence Framework

Reading: Holliday, Chapters 3 and 4; Nieto and Bode, Chapter 5

Assignment: Bring a one-page description of your personal linguistic and cultural border-crossing journeys.

Week Five, February 18

Discrimination and Privilege

Reading: Nieto and Bode, Chapters 3

2) MacIntosh, P. (1992). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. Hill Collins (Eds.), *Race, class, and gender: An anthology* (pp. 70- 81). Belmont, CA: Wadsworth Publishing Company.

Assignment: Listen carefully to the discourse about race and multiculturalism around you. Bring in some examples to share with the class of discourse you have heard or found that reflects some of the concepts from Nieto and Bode. Bring in a list of your privileges--earned and unearned.

Video: *The Color of Fear*

Geography quiz.

Week Six, February 25, Meet in GSE Lecture Hall

Intercultural Sensitivity, Intercultural Communicative Competence, and Global Cultural Consciousness

Guest Speaker: Kevin LaMastra, Linden Public Schools

Reading: Holliday, Chapter 9

Week Seven, March 4, Meet in GSE Lecture Hall

Structural and Organizational Issues in Schools

Panel Discussion: Franklin Public Schools ESL Students

Reading: Nieto and Bode, Chapter 4

Week Eight, March 11

This class will take place in an online forum.

Discussions of choice readings.

Reading: Have completed choice reading book. Holliday, Chapter 6.

Due March 16th: Reflection paper on choice book reading and discussion.

Week Nine, March 18

Spring Break, No Class

Week Ten, March 25, Meet in GSE Lecture Hall

Taking Action

Understanding Student Learning and School Achievement

Guest Speaker: Paul Ramsey

Reading: Nieto and Bode, Chapter 7

Assignment: Be prepared to discuss which theoretical frameworks are most helpful in explaining students' achievement

Time to prepare for unit plans to be presented April 1st.

Week Eleven, April 1

In-class demonstration of units. Unit plans due today.

Week Twelve, April 8

Learning from Students

Discrimination on Account of Ability

Reading: To be announced

In-class demonstration of units continued.

Week Twelve, April 11

United Nations Visit

Week Thirteen, April 15, [On-line class]

Learning From Students

Reading:

1) Nieto and Bode, Chapter 8

2) Pavlenko, A. (2004). Gender and sexuality in foreign and second language education: Critical and feminist approaches. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 53-71) Cambridge: Cambridge University Press.

What's happening in the world? Paper due.

Week Fourteen, April 22* No class on the 22nd, attend seminar on April 24th—from 9-3 in GSE lecture hall

Reading: To be distributed

Week Fifteen, April 29

Adapting Curriculum for Multicultural Classrooms

Affirming Diversity: Implications for Teachers, Schools and Families

Reading: Nieto and Bode, Chapter 9 and 10; Danielson's *The Framework for Teaching: Evaluation Instrument*.

Week Sixteen, May 6

Summary and a Call to Action

Final paper due today.