

EDUC 3230 Language and culture in the classroom

Spring 2016

Instructor

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Office Hours: MWF 12:00-2:00; and by appointment**

Course Objectives

This course covers frameworks for understanding and analyzing language and culture. Within these frameworks, the course considers approaches to enhancing the cultural dimension of ESL/EFL instruction with an emphasis on developing enriching cross-cultural interactions.

Program Outcomes

This course addresses the following program outcomes:

1. It is one of four courses required by the state of Louisiana Department of Education for an ESL endorsement. This area is a critical shortage area identified by Tulane's Teacher Preparation and Certification Program. ESL is also an area of shortage in local school systems.
2. It contributes to the Peace Corps Prep initiative which recommends at least three ESL courses. It is also preparation for Fulbright English Teaching Assistantships and the Center for Public Service's nascent pathways to service initiative.
3. For anyone completing this four-course series, the Louisiana Department of Education would present a certificate.

Learning outcomes

Consider issues of meaning and relevance in categorizing segments of language and culture.

Identify, evaluate, and use a variety of research strategies to understand language and culture.

Gather and evaluate instructional and technological resources that support students' cultures and languages.

Honor Code

This link will take you to the Newcomb-Tulane Code of Academic Conduct: <http://college.tulane.edu/code.htm>. All students must take responsibility for studying this code and adhering to it. We will devote some time in class to it. Our purpose, in these discussions, will be not only to teach you how to avoid plagiarism and how to cite sources, but to initiate you into the contemporary discussion of intellectual property and the nuanced dynamics between individuality, authorship, and what's sometimes called intertextuality, so that you can make informed and thoughtful choices about your writing for the rest of your university career and later in life.

Also observe the academic conduct rules, including those about computer use and cell phones.

<http://tulane.edu/studentaffairs/upload/02Academic.pdf>

Attendance policies

Students must come to class, participate in class activities, and sustain positive, productive membership in the classroom community. Thus, attendance, as well as punctual arrival and participation are absolutely essential; moreover, computers may only be used with instructor permission, cell phones must be silenced, and text-messaging and emailing are strictly forbidden, for these disruptions, as with tardiness, can be counted as absences.

When a student absence results from serious illness, injury or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed, over the course of the semester, to miss the equivalent of one week of class without penalty. Thereafter, students will lose one-third of their final grade for every unexcused absence from class. Once a student has accumulated the equivalent of three weeks of unexcused absences, he or she has automatically failed the class.

In order to enforce the attendance policy, the instructor will document the dates of every student's unexcused absences and file an "Absence Report Form" for any of their students who accumulate four, unexcused absences. These forms are sent to the student and the student's dean (the instructor retains the third copy). If the student's attendance problem results in his or her failing the course, the instructor should file a second "Absence Report Form" recommending that the student be withdrawn from the course with an F.

Required text:

DeCapua, A. and A. Wintergerst. (2004). *Crossing Cultures in the Language Classroom*. Ann Arbor: University of Michigan Press/ ELT. Henceforth CC

New Ways in Teaching Culture. TESOL

Henceforth NW

Everett, D. *Language: The Cultural Tool*. New York: Pantheon.

Henceforth CT

Also required of all candidates:

-Email address and access to the Internet (required) to access Blackboard <http://blackboard.tulane.edu>

Reading list and additional resources:

Everett, D. *Don't Sleep, There are Snakes: Life and Language in the Amazonian Jungle*. New York: Pantheon

Duranti, Alessandro, ed. 2001. *Linguistic Anthropology: A Reader*, 2nd ed. Blackwell. (Reader)

Sherzer, Joel, 1987. A discourse-centered approach to language and culture. *American Anthropologist* 89(2):2995-309.

Exam and Class Schedule

Frameworks:

Week 1: CT Part 1 Problems in language and culture

Week 2: CT Part 2 Solutions in language and culture

Week 3: CT Part 3 Applications

Week 4: CT Part 4 Variations

Application:

Week 5: CC Ch 2 Culture

Week 6: CC Ch 3 Culture shock

Week 7: CC Ch 4 Nonverbal communication

Week 8: CC Ch 5 Societal Roles

Week 9: CC Ch 6 Pragmatics and communication

Classroom use:

Week 10: NW 1 language-culture exploration activities

Week 11: NW 2 sociolinguistic exploration activities

Week 12: NW 3 culture exploration activities

Week 13: NW 4 intercultural exploration activities

Week 14: NW 5 Cases

Week 15:

Assignments

10% Lead the discussion group on a chapter of *Language: A cultural tool*.

20% Essay on "Analyzing my own cultural adjustment experience"

10% Midterm

20% Teach an activity from CC and NW

20% Essay on "Is language biological or cultural?"

20% Final Exam

Field experience:

Students are required to attend a ceremony or ritual of a culture different from their own as part of their first essay.

Links to state and program criteria

Introduction to language and culture

The relationship of language acquisition to social and cognitive development

The mission of Tulane's Teacher Preparation and Certification Program is to develop graduates who:

Core principle 1-Demonstrate a professional commitment as educational leaders;

Core principle 2-Apply a rigorous academic foundation using informed practice, information technology, and the ability to think creatively and reflectively;

Core principle 3-Exemplify sensitivity to all facets of diversity;

Core principle 4-Lead with integrity ensuring that high levels of achievement can be a reality for all learners.

Essential questions:

1.What is language?

2.What is culture?

3.How do language and culture interact?

4.How to I design a learning environment that is supportive of students from all languages and cultures?

Alignment of Course Objectives with Standards and Assessments

Course objectives and course assessment with essential questions and TPCP core principles

The teacher candidate will:

Consider issues of meaning and relevance in in categorizing segments of language and culture. EQ 1, EQ 2, CP 2, CP 5

Identify, evaluate, and use a variety of research strategies to understand language and culture. EQ 4, CP 2, CP 5

Gather and evaluate instructional and technological resources that support students' cultures and languages. EQ 3, EQ 4, CP 3, CP5,