

AUBURN UNIVERSITY  
Department of Curriculum and Teaching  
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Summer Semester Office Hours: By Appointment

**Course:** CTSE 7520 Curriculum and Teaching in Foreign Languages (3 hours)

**Prerequisite:** Admission to Graduate School

**Date:** May, 2023

**Texts:** Moran, P. R. (2001) *Teaching Culture: Perspectives in Practice*. Boston: Heinle Cengage Learning.

**Course Description:** This course continues to address research, theory, and standards advocated by the *World-Readiness Standards for Learning Languages* and Alabama Standards as organizing principles for curriculum development. Readings and discussions develop a deeper understanding of the five dimensions of culture defined by Moran (2001) as the products, practices, perspectives, communities, and persons that exist in all cultures. Our principal focus is on discovery learning. During the five-week intensive segment of the course, students will investigate a self-selected topic, to explain, and reflect on the relationship between the observable and tacit products and practices of their own culture or subculture and the underlying perspectives that drive their manifestations. The purpose of this project is to develop an understanding of the tools of ethnography and their usefulness to investigate a cross-cultural topic.

During the second five-week segment, students will investigate and complete a cross-cultural ethnographic project for the same topic. Foreign language students will investigate the same topic in their L2 culture during their five-week study abroad program. Other students not going abroad will investigate the same topic in a narrow community or subculture that is of interest to them here in the U.S. After students complete their observations and interviews in both cultures or subcultures, they identify, explain, and reflect upon the themes they have found during their observations and interviews in both cultures. To support their choices of themes, they will have at their disposal Zanger's Values Framework, Kluckhohn Strodtbeck's Values Orientation Theory, and Hofstede's Six Dimensions Model. These resources will help students support their choices of themes and their comparisons of possible similarities and differences between cultures that they see in their data.

Instead of a final exam in this course, students create a Four-Year Culture plan that counts as 1/3 of their final comprehensive examination. This paper must include 1) an introduction with a statement of your philosophy for teaching culture; 2) how your activities will help students understand the relationships between perspectives and the products and practices of the culture; 3) an explanation of the themes you have chosen with the beliefs, values, cultural assumptions, and/or orientations that you expect to include; 4) a few examples of critical thinking activities to develop each theme; 5) a separate section in your paper for Levels I through IV; and 6) a conclusion and reference page.

**Objectives:** Students can:

Define culture and its related terms such as practices, products, perspectives, communities, and persons.

1. Discuss readings and presentations to develop a deeper understanding of the relationship between products, practices, perspectives within communities and individuals in their L1 environment and compare them to the L2 cultures they are studying.
2. Complete a cross-cultural ethnographic project for a self-selected topic.
  - a. Understand and use the tools of ethnography.
  - b. Investigate the topic in the L1 setting first (during five-week intensive coursework)
  - c. Investigate the same topic in the L2 setting (during following five-week coursework)
  - d. Explain and reflect on the themes that you have found in your ethnographic project as they relate to the products, practices and perspectives of both cultures.
  - e. Outline your ideas for using the themes you have found in your study to specific instructional strategies that you intend to use in your classroom.
3. Create a Four-Year Culture Plan. (1/3 of comprehensive exam)
  - a. Choose a theme or themes to organize cultural instruction for a four-year curriculum.
  - b. Design critical thinking activities for the cultural instruction
  - c. Describe how you will integrate and use information collected in your ethnographic project within your culture plan.

**Daily Assignments and quizzes:**

5/12 Session I Friday	Discussion: Topics for Ethnographies: Discussion previous experiences <i>Looking for Perspectives: An Ethnographic Project</i> Presenters: Laura Droms -- <i>The Culture of the Home</i> <b>Reading Assignment:</b> <i>Explanation of Ethnographic Project</i> and <i>Rubric</i> <b>Available:</b> Assignment Page and under Special Assignments
5/13 Session II Morning	Discussion: Exploring Culture: An ethnographic approach. Group work: Values clarification in groups <b>Reading Assignment:</b> <i>Exploring Culture: in the Foreign Language Classroom</i> <b>Available on Assignment Page for Session Two</b>
5/13 Session III Afternoon	Lecture/Discussion: <i>Orientations – The Kluckhohn Model</i> <b>Assignment:</b> Ortuño: The Kluckhohn Model. pp. 449-59 <i>Modern Language Journal</i> <b>Available on Text Page under Journal Articles #8</b> Bachman's Model of <i>Communicative Language Ability</i> pp. 84-107
5/16 Session IV	Presentation: Melyn Roberson – <i>La Amistad</i> Complete discussion Values and Fallacies Compare Kluckhohn Model to Zanger's values continuum.
5/18 Session V	Library Orientation directed by Todd Shipman the Librarian Learn to select key words and to use library search engines Search for secondary sources related to your topic.
5/23 Session VI	Discussion: <i>Defining Culture</i> and activities related to <i>Language and Culture</i> . <b>Reading Assignment:</b> Moran Chapter 3 & 4 pp. 23 - 47 <i>World-Readiness Standards</i> available ( <b>Canvas</b> )

5/25 Session VII	Discussion: Cultural Products with activities <b>Assignment:</b> Moran <i>Cultural Products</i> Chapter 5 pp. 48-56 Presentation: Artifact Study – Cayla Baker <i>World-Readiness Standards for Learning Languages (Canvas)</i>
5/30 Session VIII	Discussion: Cultural Practices with activities <b>Assignment:</b> Moran Chapter 6 pp. 57-73. <i>World-Readiness Standards</i>
6/2 Session IX Friday Evening	Discussion: Cultural Perspectives with activities <b>Reading Assignment:</b> Moran Chapter 7 pp. 74-89 Spanish and French advertisements from YouTube: See Media Files
6/3 Saturday Morning Session X	<b>Demo:</b> Wedding Announcements <i>Erika and Humberto</i> : See Assignment Page Handouts for Wedding Lesson: See Assignment Page <b>Discussion:</b> Discovering underlying perspectives.
6/3 Saturday Afternoon Session XI	<b>Presentation:</b> Cultural Research Portfolio <b>Presenter: Melyn Roberson</b> Handouts for Presentation: See Assignment Page Coca Cola Advertisement: See Assignment Page
6/5 – 6/9 Chatroom	Group Discussions on field notes and interview results Time: Group decides on meeting time. Power Points: Coding and analyzing data and the Circle of Inquiry <b>Check Special Assignment I: Rubric and Explanation</b>
6/6 Session XII	<b>Discussion:</b> Cultural Communities <b>Reading Assignment:</b> Moran Chapter 8 pp. 90-97 <b>Demo:</b> <i>Peeling the Identity Onion</i>
6/8 Session XIII	Discussion: Cultural Persons <b>Reading Assignment:</b> Moran Chapter 9 pp. 98 –106 <b>Graphics:</b> <i>Maslow's Hierarchy of Needs</i> – handouts Spanish & English available on Assignment Page
6/13 Session XIV	Discussion: Cultural Learning Outcomes <b>Reading Assignment: Moran:</b> Chapter 10 pp. 107 - 121 Handout: <i>Effective Strategies for Teaching Culture</i> <b>Demo:</b> <i>Peeling the Identity Onion</i>
6/15 Session XV	Discussion: Strategies for Teaching Culture <b>Assignment:</b> Bachman's Model of Communicative Language Ability <b>Reading Assignment:</b> Teaching Culture pp.136-154 <b>Demo</b> Artifact Study

6/20 Help Session for ethnographic projects (optional)  
 Session XVI Discussion: Coding and Analyzing Data

7/10 – 7/14 Zoom chats by appointment concerning the ethnographic project.

**8/8 Due:** Ethnographic project

### **Special Assignments:**

#### **I. Ethnographic Study** (See complete description and rubric on website)

**Zoom Group Meeting:** Be prepared to ...

1. a) Share outline of articles found for Literature Review. b) Have sample questions for your interviews and share who will be your interviewees. c) Have a few interviews ready to share. d) Share initial impressions of observational settings/interviewees based on the framework identified in class. This opportunity is to receive input from your peers about appropriateness of your articles, interview question, and observational settings. **Due date: June 5 – 9**

2. You may request a Zoom meeting to discuss your project. Have specific questions ready and any problems you are encountering. We can also discuss any themes you may be seeing

**Dates: 7/10 – 7/14**

#### **II. Four-Year Plan for Teaching Culture** (See rubric and due date on website)

### **Evaluation**

Class Homework & Participation	50%
Special Project I: Ethnographic Study	50%
Four-Year Plan for Teaching Culture	(1/3 of comprehensive exam)

### **Class Policy Statements:**

Attendance and Participation: We expect students to attend all scheduled class meetings, to arrive on time, and not to leave early. When absences are unavoidable, students are responsible for turning in any work that is due and for finding out about material and assignments made. As a professional courtesy, students should notify the instructor about an absence ahead of time. Homework later than a week will receive a zero. Be sure to follow excused absence policy on website.

Academic Honesty: Evidence of plagiarism or academic dishonesty will result in application of measures outlined in the Auburn University student Academic Honesty Code (See Tiger Cub).

Professionalism: As faculty, staff, and students interact in professional settings, they must demonstrate professional behaviors as defined in the College's conceptual framework. See the list below for these professional commitments or dispositions.

- Engage in responsible and ethical professional practices.
- Contribute to collaborative learning communities.
- Demonstrate a commitment to diversity.
- Model and nurture intellectual vitality

Special Accommodations for Students with Disabilities: Anyone requiring special accommodations should make an appointment, as soon as possible, to discuss the Accommodation Memo with the instructor. Students with disabilities may also contact the Program for Students with Disabilities in 1244 Haley Center (844-2096 V/TTY).

Other: An advanced level of proficiency in Spanish or French is desirable to successfully meet the objectives required to pass this course.

You must submit videotaped oral presentations and related materials by the due dates indicated unless there are extenuating circumstances that the student has discussed previously with the instructor. Otherwise, grades for late assignments will be lowered by one letter grade.

Students must have access to a computer system with broadband Internet access (cable modem or DSL suggested), a current Web browser program, and appropriate video players/plugin-ins. Students must also have access to a VHS video camera to tape their oral reports and/or demonstrations as well as a FAX machine for exam proctor documentation. Students are responsible for knowing the operation of these aforementioned technologies. The instructor can give suggestions but cannot talk through problems that should be handled in detail by software/hardware experts.

It is the responsibility of the student to communicate as soon as possible with the instructor about any problems in technology as this is the main delivery system for the course. We may be able to work out temporary solutions, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via Internet.

## REFERENCES FOR CULTURE CLASS

### Books and Chapters in Books

**See the Text Page for CTSE 7520 for additional information. An asterisk identifies all required readings.**

- 1) \*Bachman, L. F. (1991) *Fundamental considerations in language testing*. Oxford: Oxford University Press. (Pp. 84-107)
- 2) Brooks, N. (1997). Teaching culture in the foreign language classroom. In P. Heusinkveld (Ed.) *Pathways to culture* (pp. 11- 37).
- 3) \*Garcia, C. (1997). Using authentic reading texts to discover underlying sociocultural

information. In P. Heusinkveld (Ed.) *Pathways to culture* (pp. 303-326). Yarmouth, ME: Intercultural Press.

- 4) Gordon, R. L. (1986) *Living in Latin America: A case study in cross-cultural communication*. Lincolnwood, IL: National Textbook Co.

This is a good reference book for “Use of Household Space” and “Role Relationships of the Guest in the Latin-American Home.” The specific country mentioned in this book is Columbia, but much of what is in this book is applicable to other Latin-American countries.

- 5) \*Hahn, S.L. (1997). Strategies for increasing cross-cultural awareness. In P. Heusinkveld (Ed.), *Pathways to culture* (pp. 499-522). Yarmouth, ME: Intercultural Press.

- 6) Lado, R. (1997). How to compare two cultures. In P. Heusinkveld (Ed.), *Pathways to culture* (pp. 39-56). Yarmouth, ME: Intercultural Press.

- 7) \*Lafayette, R.C. (1997). Integrating the teaching of culture into the foreign language classroom. In P. Heusinkveld (Ed.), *Pathways to culture* (pp. 119-148). Yarmouth, ME: Intercultural Press.

- 8) Loeb Adler, L. (Ed.) (1993). *International handbook on gender roles*. Westport, CT: Greenwood Press.

(The chapters listed below are good background reading for anyone wanting to compare the United States and Mexico or the United States and France.)

#### **Chapters of interest:**

Davidson, R. and O'Donoghue, M. A., “France.” (pp 77- 84).

Diaz-Guerrero, R. and Rodriguez de Diaz, M. “Mexico.” (pp 199-215).

Denmark, F.L. “United States of America.” (pp 452-67).

- 9) Luce, L. F. (Ed.). (1994). *The French-speaking world: An anthology of cross-cultural perspectives*. Lincolnwood, IL: National Textbook Company.

The chapters listed below are good background reading for some topics of interest to students in CTSE 7520 who are looking at specific topics related to the United States and France.

#### **Chapters of interest:**

Rhinesmith, S. Cultural values and intercultural adjustment. (pp. 8-23).

Spencer, S. & Millman, M.: French and American women in the feminine press: A cross cultural look. (pp. 103-23).

Steiner, S.: The female factor: "The other" rearticulated and *La femme* (pp. 162-82).

Stewart, E. C.: American cultural patterns: Form of social relations. (pp. 24-41).

Wylie, L.: French value orientations. (pp. 76-102).

- 10) Luce, L. F. (Ed.). (1992). *The Spanish-speaking world: An anthology of cross-cultural perspectives*. Lincolnwood, IL: National Textbook Company.

The chapters listed below are good background reading for some topics of interest to students in CTSE 7520/26 who are looking at specific topics related to the United States and the Hispanic World.

**Chapters of interest:**

Brandes, S.: Women of southern Spain: Aspirations, fantasies, realities. (pp. 332-48).

Driessen, H.: Male sociability and rituals of masculinity in rural Andalusia. (pp. 316-31).

Garcia, C.: A cross-cultural study of politeness strategies: Venezuelan and American perspectives. (pp. 146-63).

Gudykunst, W. B. & Yun Kim, Y.: Cultural variations in message decoding. (pp. 34-51).

Hanvey, R.: Cross-cultural awareness. (pp. 22-33).

Paz, O.: Mexico and the United States. (pp. 56-70).

Sunshine, C.: Unifying themes in Caribbean cultures. (pp. 100-07).

- 11) Luce, L. F. and Smith, E. C. (Eds.). (1987). *Towards Internationalism*. Cambridge, MA: Harper & Row.

The chapters listed below are good background reading for comparative values and cultural assumptions.

**Chapters of interest:**

Adler, P. S.: Culture shock and the cross-cultural learning experience. (pp. 24-35).

Morain, G.: Kinesics and cross-cultural understanding. (pp. 117-42).

Steward, E. C.: American assumptions and values: Orientation to action. (pp. 51-72).

Sullivan, C. A.: Machismo and its cultural dimension. (pp. 88-95).

- 12) \*Spinelli, E. & Siskin, J.H. (1997). Selecting, presenting, and practicing vocabulary in a culturally authentic context. In P. Heusinkveld (Ed.), *Pathways to culture* (pp. 225-245). Yarmouth, ME: Intercultural Press.
- 13) Merrill Valdes, J. (Ed.). (1986). *Culture bound: Bridging the cultural gap in language teaching*. New York: Cambridge University Press.  
  
This book is good for general background information. The major sections are on 1) Language, thought, and culture, 2) Cultural differences and similarities, 3) Classroom applications.
- 14) Moran, P. (2001) *Teaching Culture: Perspectives in Practice*. Boston: Heinle Cengage Learning.
- 15) Seelye, H. N. (1997) *Teaching Culture: Strategies for Intercultural Communication*. (3<sup>rd</sup>. ed) Lincolnwood, IL: National Textbook Company. Chapters 1-9 (pp. 1-140).
- 16) Zanger, V. V. (1984) *Exploración Intercultural: Una guía para el estudiante*. Rowley, MA: Newbury House. **(See the web site for the chapters of special interest.)**

#### **Journal articles:**

- 1) Abrate, J. E. (1993). French cuisine in the classroom: Using culture to enhance language proficiency. *Foreign Language Annals*, 26, 1, 31-37.
- 2) Arries, J. F. (1994). Constructing culture study units: A blueprint and practical tools. *Foreign Language Annals*, 27, 4, 523-534.
- 3) \*Evans, G. A. and Gonzalez, O. (1993). Reading “inside” the lines: An adventure in developing cultural understanding. *Foreign Language Annals*, 26, 1, 39-48.
- 4) Flewelling, J. L. (1994). The teaching of culture: Guidelines from the National Core French Study of Canada. *Foreign Language Annals*, 27, 2, 133 - 141.
- 5) Jourdain, S. (1998). Building connections to culture: A student-centered approach. *Foreign Language Annals*, 31, 3, 439-450.
- 6) Mantle-Bromley, C. (1993). Preparing teachers to make a difference in global education. *Foreign Language Annals*, 26, 2, 208-216.
- 7) Martinez-Gibson, E. (1998) A study on cultural awareness through commercials and writing. *Foreign Language Annals*, 31, 1, 115-131.



- 8) \*Ortuño, M. M. (1991). Cross-Cultural Awareness in the Foreign Language Class: The Kluckhohn Model. *The Modern Language Journal*, 75, 4, 449-459