AUBURN UNIVERSITY

Department of Curriculum and Teaching

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Summer Semester Office Hours: Monday: 1:00 - 3:00

Wed: 1:00 - 3:00

**Course:** CTSE 7520/26 Curriculum and Teaching in Foreign Languages (3 hours)

**Prerequisite:**  Admission to Graduate School

**Date:**  May, 2010

**Texts:** Omaggio Hadley, A. (2001). *Teaching Language in Context*. (3rd ed.) Boston: Heinle and Heinle.

Seelye, H. N. (1997) *Teaching Culture: Strategies for Intercultural Communication*. (3rd. ed) Lincolnwood, IL: National Textbook Company.

Heusinkveld, P. (Ed.) (1997) *Pathways to Culture*, Yarmouth, ME: International Press.

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**Course Description:** This 5-week intensive course provides an in-depth look at theory and instructional practices advocated by the foreign language profession as organizing principles for the study of culture through language. Course readings will show how to fit theory to practice as well as to give them the tools for their ethnographic studies. A field experience abroad is required in order to complete the cross-cultural ethnographic study. (Students usually complete their field experience during a 4-week Auburn Study Abroad experience that immediately follows this course.)

**Objectives:** Students will be able to:

1. Define culture and its related terms such as practices, products, and perspectives.
2. Create a 4-Year Culture Plan.
   1. Choose a model to organize the cultural instruction
   2. Design critical thinking activities for the cultural instruction
3. Complete a cross-cultural ethnographic study on a self-selected topic.
   1. Understand and use the tools of ethnography
   2. Investigate the topic in the L1 setting first (during 5-week intensive course)
   3. Investigate the same topic in the L2 setting (during 4-week study abroad)

**Daily Assignments and quizzes:**

5/18 Overview of course: syllabus and ideas for ethnographic projects

Session I Presentation: Exploring Culture an Ethnographic Approach

Discussion: Definitions of culture

Group work: Values clarification in groups

**Reading Assignment**: Barry: *Exploring Culture: An Ethnographic Approach* and

*Definitions of Culture*

**Available on Assignment Page for first session**

5/21 Compare and Contrast - Zanger’s Values Chart and The Kluckhohn Model

Session II Discussion: Culture Competence and Communicative Competence

Friday **Assignment:** Ortuño: The Kluckhohn Model. *The Modern Language Journal*

6:00 – 9:00 pp. 449-59. **Available on Text Page under Journal Articles #8**

Bachman’s Model of Communicative Competence pp. 84-107

5/22 Library Orientation: Presenters: Education Librarian

Session III Search for secondary sources related to your topic

Sat. 9 – 12

5/22 Presentation: *Looking for Perspectives: An Ethnographic Project*

Session IV Presenter: Sue Barry – *Overview of Ethnography*

Saturday Presenters: Svetoslava Dimova & Laura Droms

1:15-4:00 *The Notion of Free Time in American and French Cultures*

*The Culture of the Home*

5/25 Lecture/Discussion: Correspondence between culture and language

Session V **Assignment:** Hahn - *Strategies for Increasing Cross-Cultural Awareness* pp. 499-522

Heusinkveld - *The Foreign Language Classroom: A Forum for understanding Cultural Stereotypes* pp. 487-97

**Available on Text Page under Chapters in Books**

5/27 Discussion: Definitions and Goals for Learning a New Culture

Session VI Discussion: Introduction to culture and the six organizing principles (Seelye)

**Assignment:** Seelye - Chapters 1-3 pp. 1-35; Damen – Chapter 8 pp. 137-153.

**Damen is available on Text Page under Chapters in Books**

6/1 Discussion: Strategies for Teaching Culture

Session VII Graphic: *Maslow’s Heirarchy of Needs*

**Assignment:**  Omaggio Hadley - Chapter 8, pp. 345-384

6/3 Discussion: Seelye’s Cultural Goals 1 - 2

Session VIII **Assignment:** Seelye: *Goal 1 Creating Interest & Goal 2 The Who of Culture:* Chapters 4-6, pp. 35-98  **Available on Text Page**

6/8 Discussion: Seelye’s Cultural Goals 3-6

Session IX **Assignment:** Seelye: *The What, Where, When and Why of Culture:*

Chapters 7-9 pp 99-140 **Available on Text Page**

6/11 Discussion: Using Vocabulary in a Culturally Authentic Context

Session X **Assignment:**  Spinelli & Siskin - *Selecting, Presenting and Practicing*

Friday *Vocabulary in a Culturally Authentic Context.* pp. 225-45

6:00-9:00 **Available on Assignment Page and Text Page**

6/12 **Demo:** Wedding Announcements

Session XI Handouts for lesson on Assignment Page

Saturday Discussion: Discovering underlying perspectives

9:00 – 12:00 **Assignment**: Garcia, C. *Using Authentic texts to discover underlying*

*Sociocultural information.*

**Available on Text Page under Chapters in Books**

6/12 Presentation: Cultural Research Portfolio – Melyn Roberson

Session XII Discussion: Discovering underlying perspectives

Saturday Spanish/French Advertisements from You Tube

1:00 – 4:00 Presenters: Melyn Roberson & Ruth Ann Graham

**See Media Files on Blackboard**

**6/14-6/18 Chatrooms:** Group Discussions on field notes and interview results.

**Times:** to be decided by the group

**See Special Assignment I for complete explanation.**

6/15 Discussion: C*ultural Reading of Authentic Texts*

Session XIII **Assignment:** Galloway, V. *Toward a Cultural Reading of Authentic Texts*

pp. 255-302. **Available on Text Page**

**See outline for discussion on Assignment Page**

6/22 Discussion: *Reading Inside the Lines*

Session XV **Assignment:** Evans & González ‘ *Reading Inside the Lines*

**Available on Text Page**

7/5-7/8 On-line chats by appointment for study abroad students

8/6 Ethnographic Study Due

**Special Assignments:**

1. **Ethnographic Study** (See descriptions, rubric and due dates on website)
2. **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: Students are expected 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 the assigned homework within a week of the absence. All grades for homework received more than one week late will be lowered one letter grade. As a professional courtesy, students should notify the instructor about an absence ahead of time. Requirements for all excused absences: 1) watch the archived video; 2) write a summary of the class discussions and activities; 3) turn in your summary to the GTA within a week of the absence. Final grades will be lowered one letter grade if a student accumulates two unexcused absences.

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).

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.

**REFERENCES FOR CULTURE CLASS**

**See the Text Page for CTSE 7520/26 for additional information. Required readings are identified by an asterisk.**

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:**

Davido, 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 7520/26 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) Seelye, H. N. (1997) *Teaching Culture: Strategies for Intercultural Communication*. (3rd. ed) Lincolnwood, IL: National Textbook Company. Chapters 1-9 (pp. 1-140).

15) 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.