

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

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

Prerequisite: Admission to Graduate School

Date: May, 2011

Text: 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.

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.
 - a. Choose a model to organize the cultural instruction
 - b. Design critical thinking activities for the cultural instruction
3. Complete a cross-cultural ethnographic study on a self-selected topic.
 - a. Understand and use the tools of ethnography
 - b. Investigate the topic in the L1 setting first (during 5-week intensive course)
 - c. Investigate the same topic in the L2 setting (during 4-week study abroad)

Daily Assignments and quizzes:

- 5/13
Session I
Friday
Overview of course: syllabus and ideas for ethnographic projects
Presentation: Exploring Culture an Ethnographic Approach
Discussion: Definitions of culture
Group work: Values clarification in groups
Reading Assignment: *Exploring Culture: An Ethnographic Approach* and
Definitions of Culture
Available on Assignment Page for first session
- 5/14
Morning
Library Orientation: Presenter: Todd Shipman
Search for secondary sources related to your topic
- 5/14
Session II
Afternoon
Discussion: Culture Competence and Communicative Competence
Presentation: *Looking for Perspectives: An Ethnographic Project*
Presenter: Sue Barry – *Overview of Ethnography*
Presenters: Laura Droms & Melyn Roberson
Friendship across Cultures
The Culture of the Home
- 5/17
Session III
Lecture/Discussion: *Orientations – The Kluckhohn Model*
Assignment: Ortuño: The Kluckhohn Model. *The Modern Language Journal*
pp. 449-59. **Available on Text Page under Journal Articles #8**
Bachman's Model of Communicative Competence pp. 84-107
- 5/19
Session IV
Lecture/Discussion: Correspondence between culture and language
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
- 5/24
Session V
Discussion: Definitions and Goals for Learning a New Culture
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
- 5/26
Session VI
Discussion: Strategies for Teaching Culture
Graphic: *Maslow's Heirarchy of Needs*
Assignment: Omaggio Hadley - Chapter 8, pp. 345-384
- 5/31
Session VII
Discussion: Seelye's Cultural Goals 1 - 2
Assignment: Seelye: *Goal 1 Creating Interest & Goal 2 The Who of Culture:*
Chapters 4-6, pp. 35-98 **Available on Text Page**
- 6/3
Discussion: Seelye's Cultural Goals 3-6

Session VIII Friday	Assignment: Seelye: <i>The What, Where, When and Why of Culture:</i> Chapters 7-9 pp 99-140 Available on Text Page
6/4 Session IX Saturday Morning	Discussion: Using Vocabulary in a Culturally Authentic Context Assignment: Spinelli & Siskin - <i>Selecting, Presenting and Practicing Vocabulary in a Culturally Authentic Context.</i> pp. 225-45 Available on Assignment Page and Text Page
6/4 Session X Afternoon	Presentation: <i>Cultural Research Portfolio</i> -- Melyn Roberson Discussion: Discovering underlying perspectives Spanish & French Advertisements from YouTube – See Media Files on Blackboard
6/7 Session XI	Discussion: <i>Cultural Reading of Authentic Texts</i> Assignment: Galloway, V. <i>Toward a Cultural Reading of Authentic Texts</i> pp. 255-302. Available on Text Page under Chapters in Books
6/9 Session XII	Demo: Wedding Announcements Handouts for lesson on Assignment Page Discussion: Discovering underlying perspectives Practical Applications: Coding and Analyzing Data
6/13-6/17	Chatrooms: Group Discussions on field notes and interview results. Times: to be decided by the group See Special Assignment I for complete explanation.
6/14 Session XIII	Discussion: Discovering underlying perspectives (continued) Assignment: Garcia, C. <i>Using authentic texts to discover underlying Sociocultural information.</i> Available on Text Page under Chapters in Books
6/16 Session XIV	Discussion: <i>Reading Inside the Lines</i> Assignment: Evans & González - <i>Reading Inside the Lines</i> Available on Text Page under Journal Articles
6/21 Session XV	Discussion: Compare Garcia's activities to Galloway's Framework Evaluate Garcia's activities See outline for discussion on Assignment Page
7/11-7/15	On-line chats by appointment for study abroad students
8/6	Ethnographic Study Due

Special Assignments:

I. Ethnographic Study (See complete description and rubric on web page)

Complete one round of observations/interviews
to be discussed in your assigned chatroom.

Due date: June 13-17

Complete second round of observations/interviews.

Due date: June 29

Post brief summaries of field notes and interview results.

Due date: June 25

Summary of information found in your literature review.

Due date: June 26

Individual appointments with students abroad

By appointment

Ethnographic Study

Due date: August 6

II. Four-Year Plan for Teaching Culture (See rubric and due date on web page)

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 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. Grades on late assignments will be lowered one letter grade. 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.

Videotaped oral presentations and related materials must be submitted 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 be relied upon to 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. Temporary solutions may be worked out, 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 7520/26 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.