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, 2016

**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

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

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**Course Description:** This five-week intensive course provides an in-depth look at theory and instructional practices advocated by the modern language profession as organizing principles for the study of culture through language. Students will develop a positive perception of themselves and their own cultural identity before entering into an in-depth investigation of a self-selected topic for cross cultural understanding. This multi-cultural approach will provide course readings to help students 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 project. (Students usually complete their field experience during a four-week Auburn Study Abroad experience that immediately follows this course.)

**Objectives:** Students can:

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

1. Create a Four-Year Culture Plan. (1/3 of comprehensive exam)
	1. Choose a model to organize the cultural instruction
	2. Design critical thinking activities for the cultural instruction
2. Complete a cross-cultural ethnographic project for a self-selected topic.
	1. Understand and use the tools of ethnography
	2. Investigate the topic in the L1 setting first (during five-week intensive course)
	3. Investigate the same topic in the L2 setting (during four-week study abroad)
	4. 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
	5. 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.

**Daily Assignments and quizzes:**

5/17 Overview of course: syllabus and ideas for ethnographic projects

Session I Presentation: Exploring Culture an Ethnographic Approach

Tuesday 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**

5/20 Discussion: Topics for Ethnographies: Discussion previous experiences

Session II Relating themes to cultural postulates/orientations

Friday Presenters: Stephanie Colquitt – Spanish

 Whitney Painter -- French

 Questions for the discussions available on the Assignment Page

5/21 Library Orientation: Presenter: Todd Shipman - LRC

Session III Learn how to determine key words and to use library search engines.

Morning Search for secondary sources related to your topic.

5/21 Lecture/Discussion: *Orientations – The Kluckhohn Model*

Session IV **Assignment:** Ortuño: The Kluckhohn Model. *The Modern Language Journal*

Afternoon pp. 449-59. **Available on Text Page under Journal Articles #8**

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

5/24 Discussion: *Defining Culture* and activities related to *Language and Culture*

Session V **Assignment:** Moran Chapter 3 & 4 pp. 23-47;

 ***World-Readiness Standards* available on Canvas**

5/26 Discussion: Cultural Products with activities

Session VI **Assignment:** Moran *Cultural Products* Chapter 5 pp. 48-56. *World-Readiness Standards for Learning Languages* **(Canvas)**

5/31 Discussion: Cultural Practices with activities

Session VII **Assignment:** Moran Chapter 6 pp. 57-73. *World-Readiness Standards for Learning Languages* **(Canvas)**

6/2 Discussion: Cultural Perspectives with activities

Session VIII **Assignment:** Moran Chapter 7 pp. 74-89

6/7 Discussion: *Cultural Reading of Authentic Texts*

Session IX A**ssignment:** *Pathways to Culture* pp. 255-302 - Galloway – *Toward a Cultural Reading of Authentic Texts*

6/10 Discussion: *Strategies for Teaching Culture*

Session X Graphics: *Maslow’s Hierarchy of Needs: Bloom’s Taxonomy*

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

6/11 **Demo Presenter:** Wedding Announcements

Session XI **Demo Presenter:** Stephanie Colquitt – Surname Activity

Morning Handouts on Assignment Page

 Discovering underlying perspectives

6/11 Presentation: *Cultural Research Portfolio --* Melyn Roberson

Session XII Discussion: Discovering underlying perspectives

Afternoon Spanish & French Advertisements from UTube – **See Media Files on**

 **Canvas. Melyn’s lesson is available on the Assignment Page.**

**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.**

6/14Presentation: *Looking for Perspectives: An Ethnographic Project*

Session XIII Presenters: Laura Droms

 *The Culture of the Home*

 Melyn Roberson

 *Friendship Across Cultures*

6/16 Using Vocabulary in a Culturally Authentic Context

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

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

**Available on Assignment Page and Text Page**

6/21 Discussion: *Reading Inside the Lines*

Session XV **Assignment:** Evans & Gonzalez *Reading Inside the Lines*

 **Available on Text Page**

7/11-7/15 On-line chats by appointment for study abroad students

8/3 Ethnographic Study Due

**Special Assignments:**

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

**1. a)** Complete short summary of information found in Literature Review. **b)** Complete sample questions for your interviews, and decide who will be your interviewees. **c)** Do first round of observations. Share initial impressions of settings/interviewees based on the framework identified in class. Avoid judgment. This will be a good opportunity to get input from your peers as to appropriateness of your literature and questions. **Due date: June 13 - 17**
 **2.** Complete second round of observations/interviews. Send me a summary of information you have found in your literature review, and include a brief summary of the themes you are seeing develop. Relate those themes to values, beliefs and cultural assumptions and/or Kluckhohn's Orientations. **Due date: June 23**

**3.** During the month of July, you may discuss your projects with me on-line by appointment. These discussions may include any of the following: 1) your observations/interviews in the target culture, and/or your coding and theme identification/hypotheses process.

 **Possible dates July 11-15**

**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).

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

·       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.

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/plug-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) Moran, P. (2001) *Teaching Culture: Perspectives in Practice.* Boston: Heinle Cengage Learning.

15) Seelye, H. N. (1997) *Teaching Culture: Strategies for Intercultural Communication*. (3rd. 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.