



ENGLISH 559.01W
Language & Culture in Classroom
COURSE SYLLABUS: Spring 2020

Instructor: Dr. Dongmei Cheng (Assistant Professor of Applied Linguistics)

Office Location: Hall of Languages 116

Office Hours: Online: Daily (Monday through Friday; emails will be answered within 24 hours on weekdays; video meetings available upon request)

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COURSE INFORMATION

Required Textbook:

DeCapua, A., & Wintergerst, A. (2016; **2nd Edition**). *Crossing cultures in the language classroom*. Ann Arbor, MI: University of Michigan Press. (Referred as D & W in course outline.)

Additional Text Required:

Publication Manual of the American Psychological Association (7th edition). Those of you who are not familiar with APA style which is required in the discipline of TESOL/applied linguistics, need to purchase a copy of this manual. You should obtain this book from booksellers of your choice.

Required Readings (Available in the course content):

Atkinson, D. (2004). Contrasting rhetorics/contrasting cultures: Why contrastive rhetoric needs a better conceptualization of culture. *Journal of English for Academic Purposes*, 3, 277-289.

Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36, 493-510.

Connor, U. (2011). Intercultural rhetoric in the writing classroom. Ann Arbor, MI: The University of Michigan Press. Chapter 5, pp. 63-89.

Gordon, M., & Newburry, W. (2007). Students as a resource for introducing intercultural education in business schools. *Intercultural Education*, 18, 243-257.

Kelly Hall, J. (2002). *Teaching and researching language and culture*. Harlow, UK: Pearson. Chapter 2 & Chapter 5.

Syllabus/schedule subject to change

Knutson, E. (2006). Cross-cultural awareness for second/foreign language learners. *Canadian Modern Language Review*, 62, 591-610.

Lovelace, S., & Wheeler, T. (2006). Cultural discontinuity between home and school language socialization patterns: Implications for teachers. *Education*, 127, 303-309.

Manke, M. (1997). *Classroom power relations: Understanding student-teacher interaction*. Chapter 6. Mahwah, NJ: Erlbaum.

McKinney, C., & Norton, B. (2008). Identity in language and literacy education. In B. Spolsky & F. Hult (Eds.), *Handbook of educational linguistics* (pp. 192-205). Malden, MA: Blackwell.

Poole, D. (2005). Cross-cultural variation in classroom turn-taking practices. In P. Bruthiaux, D. Atkinson, & Eggington, W. (Eds.), *Directions in applied linguistics* (pp. 201-222). Clevedon: Multilingual matters.

Riley, K. (2008). Language socialization. In B. Spolsky & F. Hult (Eds.), *Handbook of educational linguistics* (pp. 398-410). Malden, MA: Blackwell.

Wolfson, N. (1989). *Perspectives: Sociolinguistics and TESOL*. New York, NY: Newbury House. Chapter 3, pp.55-78; Chapter 4, pp. 79-108; Chapter 5, pp.109-124 ; Chapter 6, pp. 125-139.

Course Description:

Students come to our schools from almost every country in the world, bringing with them an enormous variety of language experiences, belief systems, and behavioral patterns. Such variety in linguistic and cultural background presents many challenges and offers many opportunities. This course examines the relationship between language use, instructional activities, and the development of language and literacy in multilingual and multicultural settings. You will have the opportunity to examine and develop your personal philosophy of language and literacy in linguistically and culturally diverse settings. You will also be encouraged to examine carefully your beliefs and attitudes about your own language and about the language of others who live around you. Being aware of your beliefs and attitudes will help you become more tolerant of the variations in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use.

Student Learning Outcomes:

1. Students will practice critical thoughts in comprehending the notion of culture, its relationship with language, and the key concepts of cross-cultural communication in educational settings.
2. Students will apply key concepts of cross-cultural communication in designing language lessons and classroom tasks.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

- Using the learning management system
- Using Microsoft Word (including the track changes and commenting functions under “Review”) and PowerPoint
- Using online presentation programs such as VoiceThread, Screencast-O-Matic and Youtube by following instructions.

Communication: Open Discussion and Message

Please post questions about the course and materials in the **Open Discussion** area so all students can benefit from your question and from answers by me and other students' answers. For individual questions, please send me a **Message** in D2L.

Submitting Papers:

Please place your papers (in Word document format: .doc or .docx) in the **Assignment Submission Folder** specified for each paper. Late assignments (after the cut-off date) will not be graded and will receive a grade of zero. Assignments will not be accepted by e-mail.

Remember that your papers should be submitted using *Microsoft Word* (either PC or Mac). If you are using any other word processor, you must convert your files to MS Word or RTF (rich text format) before submitting them.

You are responsible for submitting a file I can read. If I can't read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed.

Weekly Discussions:

You are required to participate in each week's online discussions, post your reply to each discussion topic and respond to your classmates' posts. I expect that students will exhibit courtesy toward others in these online discussions. Courtesy means NOT engaging in online rudeness or refusing to focus on class discussion. Courtesy means engaging in such behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated. Online courtesy requires meeting some different standards than face/face situations: a good guide to Netiquette can be found at: <http://www.albion.com/netiquette/>

Grading Policy:

First and foremost, I want to make it clear that this is not a correspondence course in which you work at your own pace to complete assignments and examinations. This is a paced on-line course in which you will be expected to read and complete assigned work according to given deadlines. Therefore, at the beginning of each week, check all materials and assignments for that week, plan ahead, and ask any questions you might have. Don't log in for the first time in a given week on Sunday afternoon! It is my policy not to accept late work. I will give you what I consider ample time to complete your readings and assignments, so I expect work to be turned in on time. Work that is late will receive zero points. Make it a habit, however, not to wait until 11:59 to turn in an assignment because it takes a few minutes for the online system to log in your assignment. You should turn in your work well ahead of the deadline. If you have any questions about this policy, please contact me.

Grading Criteria:

Each student's performance in the following areas will determine the student's grade for this course:

Discussions (30%): The weekly discussions provide opportunities for you to interact with your classmates to discuss key concepts and terms targeted in the course readings. You are expected to make a minimum number of comments and replies to your classmates' comments for every discussion. The specific requirements are provided in the description for each discussion assignment.

Journals (30%): You will write a journal entry (about 250-300 words) on a subject/substantive issue in each of the five modules (see course outline) that captures your attention. The purpose of this assignment is for you to reflect on what you have read and connect the issue you have picked to real-life classroom teaching/learning experiences. The completion of the journals is also a good preparation for the final project. Please be sure to include the in-text citations of the texts that you are discussing and label your entry Journal #1, #2, etc.

Final Project & Presentation (40%): The final project will be a synthesis paper (6-8 pages) discussing how you plan to utilize the concepts or theories addressed in the class readings in your own classroom teaching. You will also attach a detailed lesson plan to this project. In addition, you will present a selected portion of your lesson in a 10-15 min recorded presentation via an online presentation tool (e.g., VoiceThread). Specific assignment details will be available on D2L. You will be instructed to submit a prospectus and bibliography before the paper deadline. (**Final paper cannot be revised and resubmitted.*)

Total Possible = **100%**
 ("No curve" grading scale / 100 percent possible, 90-100=A 80-89=B 70-79=C and so on. . .)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer

- Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
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- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
 - Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

I check D2L message and Open Discussion area daily (Monday through Friday) and answer most questions within 24 hours. Questions sent in Friday afternoon or evening may be answered in the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignment Policy:

No late work will be accepted. Weekly assignment should be submitted by 11:59pm, Central time, on the due date that is given in the week's assignment. In a special circumstance with a valid excuse (which needs to be documented in paper and authorized), you may be granted with 24-hour grace period to complete your assignments.

If you are having difficulties completing your work, please let me know before the work is due.

Student Responsibilities:

- You are responsible for familiarizing themselves with the syllabus and all course instructions found in the online course platform.
- You are responsible for reading/watching all print and online resources assigned to you each week.
- You are responsible for completing and submitting all assignments online.
- You are responsible for contacting the professor via email regarding questions on assignments **PRIOR** to the due date.
- You are expected to complete all assignments on time, as **no late assignments are accepted. All work not submitted on time will receive a grade of 0.**

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Please NOTE: According to [University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty](#), the course instructor must report all alleged graduate academic dishonesty violations to the Dean of Graduate Studies for investigation and resolution.

Please avoid self-plagiarism.

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a form of academic misconduct and never allowed. In case you want to further explore a topic that you have examined in another class, please do ask for the instructor's permission beforehand.

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE

Note: Schedule is flexible and subject to change.

MODULE	WEEK	TOPIC	ASSIGNED READING	ACTIVITIES/ ASSIGNMENTS
Module 1: Culture	1 (1/30-2/2)	Introduction to culture	Atkinson, 2004; D & W Chapter 1	Discussion posts
	2 (2/3-2/9)	More on culture	D & W Chapter 2	Discussion posts
	3 (2/10-2/16)	Cultural shock	D & W Chapter 3	Discussion posts Journal #1
Module 2: Socialization in educational contexts	4 (2/17-2/23)	Introduction to language socialization;	Riley, 2008; Kelly Hall, 2002 (chap 2)	Discussion posts
	5 (2/24-3/1)	Socialization in education	Kelly Hall, 2002 (chap 5); McKinney & Norton, 2008; Lovelace & Wheeler, 2006	Discussion posts Journal #2
Module 3: Cultural factors in language classrooms	6 (3/2-3/8)	Nonverbal communication	D & W Chapter 4	Discussion posts
	(3/9-3/15) Spring Break—No Class			
	7 (3/16-3/22)	Social dynamics	D & W Chapter 5; Wolfson, 1989 (Chap 6)	Discussion posts
	8 (3/23-3/29)	Pragmatics and Communication	D & W Chapter 6	Discussion posts

	9 (3/30-4/5)	Culture in the classroom;	Knutson, 2006; Gordon & Newbury, 2007	Discussion posts <i>Journal #3</i>
Module 4: Cultural factors in spoken discourse	10 (4/6-4/12)	Investigating spoken interaction	Wolfson, 1989 (Chap 3)	Discussion posts
	11 (4/13-4/19)	The sociolinguistic behavior of English speakers	Wolfson, 1989 (Chap 4 & 5)	Discussion posts <u>Final project prospectus & bibliography</u>
	12 (4/20-4/26)	Spoken discourse in academic contexts	Manke, 1997; Poole, 2005	Discussion posts; <i>Journal #4</i>
Module 5: Cultural factors in second language writing	13 (4/27-5/3)	Contrastive rhetoric; intercultural rhetoric in writing classrooms	Connor, 2002; Connor, 2011 (Chap 5)	Discussion posts <i>Journal #5</i>
	14 (5/4-5/6)	Final Project		