Language & Culture in Classroom
ENG 559 01W
Fall 2022

Instructor:	**Dongmei Cheng, Ph.D.**
	Associate Professor of Applied Linguistics
Office Location:	**Talbot Hall (Hall of Languages) 116**
Office Hours:	**Online (Zoom) MTW 9:00-9:30am**
Office Fax:	**903-886-5980**
Office Phone (Department):	**903-886-5260**
University Email Address:	dongmei.cheng@tamuc.edu
Zoom Meeting ID:	**440 114 5788**

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.

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 carefully examine 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.

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. 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 and lectures. You are expected to make a minimum number of comments and replies to your classmates' comments for every discussion. There are two deadlines each week: one for posting a reply to discussion prompts (i.e., by Thursday midnight), and one for responding to at least two classmates' posts (i.e., by Sunday midnight). 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. . .)

Late Assignment Policy:
No late work will be accepted. Work should be submitted by 11:59pm, Central time (U.S. and Canada), 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 a 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.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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
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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Department Policies:

Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure that you are on the right track. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program.

Doctoral students should contact Dr. Karen Roggenkamp at
Karen.roggenkamp@tamuc.edu;
Master's-Applied Linguistics (TESOL) students should contact Dr. Lucy Pickering at
Lucy.Pickering@tamuc.edu.
Master's-Spanish students should contact Dr. Flavia Belpoliti at
Flavia.Belpoliti@tamuc.edu.

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: https://www.britannica.com/topic/netiquette
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 Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

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 research 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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Non-Discrimination Statement

A&M-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.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

Student Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Campus Concealed Carry

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 ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedu res/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). 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 (8/29-9/4)	Introduction to culture	Atkinson, 2004; D & W Chapter 1	Discussion posts
	2 (9/6-9/11)	More on culture	D & W Chapter 2	Discussion posts
	3 (9/12-9/18)	Cultural shock	D & W Chapter 3	Discussion posts *Journal #1*
Module 2: Socialization in educational contexts	4 (9/19-9/25)	Introduction to language socialization;	Riley, 2008; Kelly Hall, 2002 (chap 2)	Discussion posts
	5 (9/26-10/2)	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 (10/3-10/9)	Nonverbal communication	D & W Chapter 4	Discussion posts
	7 (10/10-10/16)	Social dynamics	D &W Chapter 5; Wolfson, 1989 (Chap 6)	Discussion posts
	8 (10/17-10/23)	Pragmatics and Communication	D & W Chapter 6	Discussion posts
	9 (10/24-10/30)	Culture in the classroom;	Knutson, 2006; Gordon & Newbury, 2007	Discussion posts *Journal #3*
Module 4: Cultural factors in spoken discourse	10 (10/31-11/6)	Investigating spoken interaction	Wolfson, 1989 (Chap 3)	Discussion posts
	11 (11/7-11/13)	The sociolinguistic	Wolfson, 1989 (Chap 4 & 5)	Discussion posts

		behavior of English speakers		**<u>Final project prospectus & bibliography</u>**
	12 (11/14-11/20)	Spoken discourse in academic contexts	Manke, 1997; Poole, 2005	Discussion posts; *Journal #4*
	(11/21-11/27) Thanksgiving Break: NO CLASS			
Module 5: Cultural factors in second language writing	13 (11/28-12/4)	Contrastive rhetoric; intercultural rhetoric in writing classrooms	Connor, 2002; Connor, 2011 (Chap 5)	Discussion posts *Journal #5*
	14 (12/5-12/9)	**Final Project Peer Review & Presentation**		
	Final Project Due: 12/15/2022 (by midnight)			