

Syllabus for *Language & Culture in the Classroom* (all sections), Summer II 2012

Course Syllabus

Robert Baumgardner

Robert.Baumgardner@tamuc.edu

Office: HL 116

Office Hours: Virtual Office Hours 3 - 4 pm MWF

Phone: 903-886-5254

Fax: 903-886-5980

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. In the course 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 variation 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.

For you to complete the course successfully, you will read inquisitively everything you are assigned, participate in class discussions and activities, take two quizzes and one final examination. As a result, you should better understand the problems and the potentials inherent in linguistically and culturally diverse settings. As an outcome of your experience in this course, your curiosity about language and other human cultural and social processes will be heightened, and such heightened curiosity will help distinguish you as an informed teacher.

Course Requirements (Discussions & Journals)

You will have from one to three activities to complete each of the five weeks of the course; *Discussions* will be from Wednesday to Sunday (due by midnight) for the first four weeks. We will begin *Journals* in Week 2 (see five-week layout below).

The weekly *Discussion* is a full-class discussion of an assigned portion of *Ethnolinguistic Diversity and Education*. It will begin on Wednesday, midnight, and continue until Sunday midnight. Please do not start the Discussion before Wednesday midnight. I will get the Discussion going with a question or a prompt, or both, and will also participate in the discussion, but it will be your responsibility as a class to keep the discussion moving by sharing your own personal experiences, discussing the material in the assigned readings and (if you wish) *School for Tricksters*, and contributing generative questions to keep the discussion moving. Please keep your discussion postings to a maximum of two to three during one week (minimum two, maximum three postings) and please do not exceed 250 to 300 words for each entry. Make sure you indicate which page number you are referring to if you cite a book or reading. I want to hear from everybody during the week—your marks for this part of the class will depend on your contributions to the discussion. Again, you will have five full days to discuss. The Discussion begins each week at Wednesday midnight and ends at Sunday midnight. If you do not participate in the Discussion or if you do not participate fully in a Discussion (you need to contribute at least two substantive entries and no more than three), your grade will be so adjusted.

Please be aware of the Discussion guidelines--a minimum of two substantive postings per week and a maximum of three. Anything that varies from this format will not receive full points.

In your *Journal*, I would like you to read the assigned pages in *Ethnolinguistic Diversity in Education*, *English with an Accent*, or *School for Tricksters* and write one-page (about 250-300 words) on a subject/substantive issue in the reading that captures your attention or to which I direct your attention. Please

be sure to indicate which portion (page and lines) of the text you are discussing and label your entry Journal #1, #2, #3, #4. Your journal entry should be posted in the **Journal** function of eCollege above.

I will not accept e-mailed or late journal entries.

There is no Discussion during Week 5 since the semester ends on Thursday, August 9, 2012.

Week 1 (July 9 - 15)

Ethnolinguistic Diversity and Education Chapters 2,3,9 (Discussion #1)

Lippi-Green Chapter 1,2,3,4,14

Week 2 (July 16 - 22)

Ethnolinguistic Diversity and Education Chapter 5 (Discussion #2)

Lippi-Green 5,6,7,15

Journal #1

Quiz #1

Week 3 (July 23 - 29)

Ethnolinguistic Diversity and Education 6,7,8 (Discussion #3)

Journal #2

Lippi-Green 8,9,10,16

Week 4 (July 20 - August 5)

Ethnolinguistic Diversity and Education Chapter 4 (Discussion #4)

School for Tricksters (about half the book)

Journal #3

Quiz #2

Week 5 (August 6 - August 9)

Ethnolinguistic Diversity and Education Chapters 10, 11

School for Tricksters (rest of the book)

Lippi-Green 11,12,13,17

Journal #4

Final Examination

**Student
Learning
Outcomes**

A student who takes *Language and Culture in the Classroom* will:

- (i) become aware of the close interplay between language and the U.S. educational system (as well as other worldwide educational systems)
- (ii) learn to appreciate the linguistic diversity that learners bring to the classroom
- (iii) learn characteristics of U.S. ethnic varieties of English

(iv) learn the value of the application of (i) - (iii) above in the classroom

Free Discussion

The *Free Discussion* is a place where you are welcome to discuss matters of interest and concern in your readings with your classmates in a totally FREE environment. If you feel you want to go over the three postings allowed in a Week's *Discussion*, here's where you can do it. No grades. No worry. Just discussion. Needless to say, however, rules of courtesy (as outlined in the syllabus) do apply here too.

Software Requirements

Attention: Homework assignments should be submitted in the form of a **Microsoft Word** document. My software can read any form of **Microsoft Word** documents (.doc and .docx). **Microsoft Word** is NOT the same as **Microsoft Works**, so if you use either a **Mac, Microsoft Works, Word Perfect or any other software**, you must save your document as an .rtf (Rich Text File) document. My software can read .rtf files; my software cannot read **Mac or Microsoft Works** (.wps) documents.

The first time you send me a file I cannot read, I will alert you so you can resend it in the correct format; after that each assignment sent in a format I cannot read will receive a zero (0). Please do not wait until the last minute before the deadline to submit work. In such cases the system will often post the submission to the next day, therefore making it late.

Grading Criteria

Grading Criteria

Your final grades will be based on the following components:

100	Journals
100	Final Exam
80	Discussions
20	Quizzes
300	Total

A	270 - 300
B	240 - 269
C	210 - 239
D	180 - 209
F	Below 180

Required Textbooks

Farr, Marcia, Lisy Seloni and Juyoung Song (editors) (2010) *Ethnolinguistic Diversity and Education: Language, Literacy, and Culture*. New York and London: Routledge. (FLS)

Gavaler, Chris (2011) *School for Tricksters*. Dallas, TX: SMU Press. (G)

Lippi-Green, Rosina (2012) *English with an Accent: Language, Ideology, and Discrimination in the United States*. (2nd edition). London & New York: Routledge. (L-G)

Quizzes There will be two traditional discrete-point (True/False & Multiple Choice) quizzes in Week 2 and Week 4. Each quiz will have ten questions based on material we have covered in our readings, and each one will be available for 40 minutes on Friday, Saturday and Sunday of Weeks 2 and 4.

Quiz # 1 will cover all reading for Weeks 1,2
Quiz # 2 will cover all reading for Weeks 1,2,3,4

Courtesy All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's Guidebook*, Policies and Procedures, Code of Student Conduct)

I expect that students will exhibit courtesy toward others in this on-line class. Courtesy means not engaging in on-line rudeness or refusing to focus on group or class discussions. Courtesy means engaging in such behaviors such as paying careful attention to others, accepting that various points of views can be valid, and treating others as you wish to be treated.

Lateness Policy *No late work will be accepted. No exceptions.* Work should be submitted by midnight, Central time, on the due date that is given in the Week's assignment. If you are experiencing meeting deadlines in terms of turning in work or taking quizzes, please let me know about the problem before the work is due.

Virtual Office and Student Lounge **The Virtual Office:** Please post your questions concerning the course or course material in the Virtual Office. In this manner all students can benefit from your questions and my/your/our responses. I will check for postings six days a week. *I do not usually check for Virtual Office postings or answer e-mails on Sundays.* Personal matters (such as grades) should be handled through e-mail.

Student Lounge: You can use the Student Lounge as a means of communication with other students. I do not discourage students from working together, except on quizzes and examinations. By "working together", however, I do not mean simply giving others answers; by "working together" I mean interacting/discussing possible solutions to questions.

Teacher Certification **Teacher Certification.** If you are seeking teacher certification in English, Spanish or ESL, you must pass the TExES, the state's certification examination. The TExES Preparation guides describing the English (#117, #131) and the ESL (#154) exams may be downloaded at

<http://www.texas.com>

Dates for the exam as well as university registration deadlines are available at the A&M-Commerce Educator Certification website: <http://excet.tamu-commerce.edu/registration.htm>. Additional information regarding teacher certification in English, ESL, and Spanish is available in the main office of the Department of Literature and Languages, at

<http://faculty.tamu-Commerce.edu>

or from the following faculty advisors: Dr. Hunter Hayes (graduate English Adviser), HL 213, Telephone 903-468-8625, Hunter_Hayes@tamu-commerce.edu; Dr. Robert J. Baumgardner (ESL Adviser),

HL 116, Telephone 903-886-5254, Robert_Baumgardner @tamu-commerce.edu; Dr. Inma Lyons (Spanish Adviser), HL 221, 903-886-8774, Inma_Lyons@tamu-commerce.edu

Links to all the above information may also be accessed at:

<http://faculty.tamu-commerce.edu/>

(see also *Major Policies* below).

MAJOR POLICIES *English as a Second Language (ESL)*

The ESL TExES differs from all other TExES exams in the Department of Literature and Languages. ESL is not a stand-alone certification; rather, it is an endorsement or add-on certification. Students may be working on an ESL endorsement as undergraduates, as graduate students, or under an emergency permit. However, because ESL is NOT a certificate, no distinctions between these groups of students is necessary.

Additionally, because of the nature of the ESL TExES, students may be approved to take the ESL along with another TExES test. This exemption applies ONLY to the ESL TExES.

The ESL Advisor is Dr. Robert Baumgardner. Contact information for Dr. Baumgardner:

Office: HL 116

Telephone: 903-886-5254

Email: Robert_Baumgardner@tamu-commerce.edu

Students must meet with the ESL Advisor for evaluation and review of courses. Because so few students take the ESL TExES in any given year, regularly scheduled workshops are not available.

Course Requirements

Undergraduate students are expected to take the undergraduate courses. Students enrolled in the Graduate ESL Endorsement program are expected to take the graduate courses. Emergency permit students may choose whichever courses(s) best fit their schedules.

Undergraduate	Graduate
English 301 or 331	English 501 or 555
English 358	English 558
English 457	English 557
English 462	English 562

"At Risk" Criteria

Students must earn a "B" grade or above in three of the four required courses. Students who have earned more than one "C" grade are considered to be at risk and may have to re-take a course or courses.

ESL practice test manuals are available from the Literature and Languages Main Office, HL 141. The manual is also available in electronic format at:

<http://www.tea.state.tx.us/teks>

**Plagiarism
and Academic
Dishonesty**

Plagiarism is the presentation of the words or ideas of another person as your own. This will result in failure for the work plagiarized and possibly a failure in the course. Be sure to give credit in your papers for all borrowed language and ideas. I will assume that you are able to distinguish scholastic use of sources and cooperative work with your classmates from plagiarism and other forms of academic dishonesty. If you have any questions, however, please speak to me. No level of dishonesty is acceptable. (For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.)

Department of Literature and Languages

Texas A&M University-Commerce

Policy #12

April 28, 2003

ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines "academic dishonesty" in the following way (Procedure A13.12 "Academic Honesty"):

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.

2. "Plagiarism" Further Specified. The Department of Literature and Languages builds on the university definition of "plagiarism," given in 1, in the following manner (taken from "Defining and Avoiding Plagiarism: The WPA [Council of Writing Program Administrators] Statement on Best Practices," undated, pages 1-2, 12 March 2003. <<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>>):

Plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. "Collusion" Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an "academic product" means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person."

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense "if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product."

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, "Plagiarism").

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a[2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.

Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])

6. This Policy supersedes Department of Literature and Languages Policy #12, "Plagiarism," dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Gerald Duchovnay, Head, Department of Literature and Languages

April 28, 2003

**Americans
with
Disabilities
Act**

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@tamu-commerce.edu
