

Language and Culture

EDUC 371—Fall 2001

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Location: ACD 408 M-W 11:30-12:45

Office Hours: UH 419-Tuesday 1:00-2:00 & By Appointment
Work (750-8538) Home (761-0080)

COE Mission

The mission of the college of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to students centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by the COE Governance Community October, 1997)

Course Description:

This course will examine how the interaction of language and culture manifests itself within cross-cultural community settings, especially schools. We will focus on the nature of linguistic variation according to cultural meaning, communicative interactions, language structure, language maintenance and loss, language learning, and linguistic rights. The emphasis of the course will be on contextualized language and the political issues related to the use of language in schools today.

The course also focuses on the multi-dimensional nature of literacy as it relates to language and culture:

- linguistic (systems of language and their interaction in written discourse);
- cognitive (psychological strategies and processes used to make meaning through written discourse);
- sociocultural (ways individuals use literacy to mediate their interactions with their society, culture, and discipline);
- developmental (the manner in which the linguistic, cognitive, and sociocultural aspects of literacy are learned)
- educational (issues related to the teaching of literacy in school settings).

Course Objectives:

- To explore the concept of language
- To consider different interpretations of language and culture
- To explore the relationship between language and power in society

- To evaluate language attitudes and the role they play in the development and/or maintenance of a multilingual society
- To apply our knowledge of language and culture to the educational setting

Required Texts:

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
- Smith, F. (1997). Reading Without Nonsense.
- Linguistics 371 Reader-Copyserv (at the corner of San Marcos & Rancho Santa Fe-Sav-On Shopping Center)

Assessment:

Class participation: (attendance, class discussions, quickwrites)	20pts
Interactive Journal	20 pts
Research project/term paper	40 pts
Oral Presentation	20 pts

Grading Scale:	
93-100 = A	80-82= B-
90-92= A-	77-79 = C+
87-89 = B+	74-76= C
83-86 = B	70-72= C-

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Course Outline

Week One: *Linguistics for Non-Linguistics*

Quote: The history of human rights shows that the concept of human rights is not static. It is constantly evolving in response to changed perceptions of how humans have their fundamental freedoms restricted...

Monday, 9-27

Wednesday, 9-9

Week Two: *Historical Perspective*

Quote: The greatest potential for change and significant improvement in our individual predicaments and in our dilemma as a society lies in the school.

Monday, 9-3

- Children and Inequality. Doris Entwisle, Karl Alexander, Linda Olson. (CR)

Wednesday, 9-5

- Teaching and Language Diversity. Joel Spring. (CR)

Week Three: *Violations of human and language rights*

Quote: The discourse on bilingual education is analyzed in order to show how monolingually oriented Americans resist the empowerment that successful bilingual education represents.

Monday, 9-10

- Society, Culture, & Literacy. Bertha Perez & Maria E. Torres-Guzmán (CR)

Wednesday, 9-12

- Language Policy in the United States: A history of cultural genocide. Eduardo Hernández-Chávez (CR)

DUE: Week 3-Statement of topic and a description of the setting you are observing, including API Reports (10 pts)

Week Four: *Language is the key to understanding*

Quote: The arrogant assumption is that all should speak English on all occasions.

Monday, 9-17

- Transforming Deficit Myths About Learning, Language and Culture. Barbara Flores, Patricia Tefft Cousin, Esteban Díez. (CR)

Wednesday, 9-19

- The Discourse of Disinformation: The debate on bilingual education and language rights in the United States. James Cummins. (CR)

Week Five: *Communication Rights*

Quote: ...the right to use their own language for official and educational purposes has been denied to the vast majority of Amerindian peoples since colonization, because the dominant societies considered

Monday, 9-24

- The Process of Learning to Read. National Research Council. (CR)

Wednesday, 9-27

- Book Club: The Influence of a Vygotskian Perspective on a Lit-Based Reading Program. Susan I McMahon. (CR)

- The English Alphabet Code. Dianne McGuinness, Ph.D. (CR)

Week Six: *The Act of Reading*

Quote: Cures become obvious once causes are apparent (p. 29).

Monday, 10-1

- Smith, F. (1997). Reading Without Nonsense.
 Making Sense of Reading p. 1-9
 Reading-From Behind the Eyes p. 10-30

Wednesday, 10-3

- Smith, F. (1997). Reading Without Nonsense.
 Problems & Possibilities of Memory p. 31-41
 Phonics p. 42-57

DUE Week 6: Interactive Journal Entries for weeks 1-5

Week Seven: *The Gulf*

Quote: It is not in print that the meaning of written language lies (p. 58).

Monday, 10-8

- Smith, F. (1997). Reading Without Nonsense.
 Meaning p. 58-63
 Comprehension ... p. 64-71

Wednesday, 10-10

- Smith, F. (1997). Reading Without Nonsense.
 Learning Through Comprehension p. 72-82
 Reading Letters, Words, and Meaning p. 83-96

Week Eight: *Roots and Wings*

Quote: There are many different kinds of texts and many different purposes for reading.

Monday, 10-15

- Smith, F. (1997). Reading Without Nonsense.
 The Range of Reading p. 97-104
 Learning to Become a Reader p. 105-117

Wednesday, 10-17

- Smith, F. (1997). Reading Without Nonsense.
 The Teacher's Role p. 118-130
 Labels and Fables p. 131-140
 Reading in the Electronic Age p. 142-156

Week Nine: *Education for ALL?*

Quote: Perhaps the greatest idea the United States has given the world is education for all. The world is entitled to know whether this means that everybody can be educated, or simply that everybody must go to school. (Banks & Banks)

Monday, 10-22

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 'I'on Know Why They Be Trippin'" p. 3-16

Wednesday, 10-24

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.

What should teachers do? p. 17-28

Week Ten: *Preserving Privilege(No Class Sessions)*

Quote: ...a new way of talking.

Monday, 10-29

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 - Black English/Ebonics p. 29-37
 - If Ebonics Isn't a Language ... p. 38-48
 - What is Black English? ... p. 49-58

Wednesday, 10-31

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 - Holding on to a Language of Our Own p. 59-66
 - If Black English Isn't a Language... p. 67-70
 - Ebonics p. 71-78

DUE Week 10-Typed field notes of the observations that you have conducted (10 pts)

Week Eleven: *Rethinking Schools*

Quote: School itself tended to be much better than those bus rides.

Monday, 11-5

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 - Embracing Ebonics... p. 79-88
 - An Ante-Bellum Sermon p. 89-92
 - The Seedling p. 93
 - Kitchen Poets and Classroom Books p. 94-103

Wednesday, 11-7

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 - Listen to Your Students p. 104-116
 - Teaching Teachers p. 117-125
 - Ebonics Speakers & ... p. 126-133
 - Removing the Mask p. 134-142

Due Week 11 Interactive Journal Entries for weeks 6-10

Week Twelve: *Reclaiming Our Voices*

Quote: There was a mood in the audience of taking a stand, reclaiming a piece of territory.

Monday, 11-12

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 - The Oakland Resolution p. 143-159
 - Linguistics Society of America p. 160-162
 - What Go Round Come Round p. 163-171

Wednesday, 11-14

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
 - Opening Pandora's Box p. 172-180
 - An Oakland Student Speaks Out p. 181
 - Ebonics and the Role of Community p. 182-188.

Week Thirteen: *Justice*

Quote: This action is a cry for judicial help in opening the doors to the establishment. ...it is an action to keep another generation from becoming functionally illiterate.

Monday 11-19

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
Official Language, Unofficial Reality p. 189-196

Wednesday, 11-21 (No Class Session)

- Perry, T. & Delpit, L. (1998). The Real Ebonics Debate.
Black English: Steppin up? Lookin Back p. 197-204

DUE: Week 13-First Draft of Paper (The paper should be typed, double spaced with appropriate section headings. Approximately 10 to 15 pages in length. 30 pts)

Week Fourteen: *Education from the Heart*

Quote: Toni Morrison pointed out that making black literature was not just a matter of dropping the "g;s" but rather the linguistic embodying of particular values.

Monday, 11-26

- Presentations

Wednesday, 11-28

- Presentations

Week Fifteen: *The Soul of Education*

Quote: I learned very early, in the home, that there was a place for both languages in our communal experience.

Monday, 12-3

- Presentations

Wednesday, 12-5

- Presentations

DUE: Week 15 Complete Set of Interactive Journals (20 pts)

DUE: Week 15-Final Paper (The paper should be typed, double spaced with appropriate section headings. Approximately 10 to 15 pages in length. 30 pts)

Week Sixteen: *The Journey Has Just Begun*

Quote: They do it to preserve the traditions of "the race."

Monday 12-10

- Presentations

Wednesday, 12-12

- Reflection and Closure

Assignments

Interactive Journal (20 pts)

For this project, you will need to choose a journal partner in class for an online interactive journal on the first night and exchange email addresses. Once a week, please write an email journal entry reflecting on the following: 1) what the classes covered, 2) how the sessions has informed your practice, 3) what you found most useful about the sessions, 4) what you found least useful about the sessions, 5) strengths, weaknesses, areas for improvement, and 6) whatever else comes to mind. Your entry should be about one half page in length. Email the entry to your journal partner, who will then respond to your entry and give you feedback, ideas, suggestions, etc. Your journal partner should email their entry to you and you should provide feedback to that person. For each session, then, you will have one email entry that you wrote and one that you responded to.

Due DATE: Entries for weeks 1-5 due week 6
Entries for weeks 6-10 due week 11
Complete set of entries due week 15

Before the second night of class, email Zee your first night's reflection when you email it to your partner (zccline@csusm.edu)

Research Project Paper/Presentation (60)

This project will involve students in active research where they will apply the concepts they have learned in class this semester to the classroom they are observing to meet the 30 hour observation requirement.

The paper needs to include the following

- a statement of the topic, what you have chosen,
- the information you have collected,
- integration of the class readings and class discussions with your observation notes
- what you have learned from the project and how this will help you as you become a teacher.

Possible topics include:

- An exploration of language attitudes in the elementary classroom.
- Linguistic discrimination as reflected in elementary reading materials.
- The attitude of primary language usage in the elementary classroom.
- The impact of language attitudes on student success.
- The status of the language in a school, classroom, or district.
- The role of culture in the educational process.

Collect information in two ways:

- Interview teachers, bilingual directors, principals, staff, bilingual assistants
- Observe in a classroom or a school looking for policies, how they are implemented, evidence of implementation

DUE DATES For Paper:

- Week 3-Statement of topic and a description of the setting you are observing, including API data (10 pts-{9-12})
- Week 10-Typed field notes of the observations that you have conducted (10 pts-{11-7})
- Week 14-Paper due. (The paper should be typed, double spaced with appropriate section headings. Approximately 10 to 15 pages in length. 20 pts {12-5})

Presentations (20 pts)

Presentations of your papers will be scheduled for the last 4 weeks of class. Please be prepared to share the data you collected and what you have learned through this process regarding the teaching and learning process and what is happening in schools. We will develop a rubric in class for how the presentations will be graded.