

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: English and Philosophy

COURSE PREFIX: TSL **COURSE NUMBER:** 634

CREDIT HOURS: 3

I. TITLE: Language and Culture

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A study of the relationship among language, society, and the individual's concept of reality. The course examines a variety of ethnographic concepts and findings as they relate to language and language learning in its broadest context. The course will also examine sociolinguistics, the relationship between culture and language, and the implications for second language teaching and the development of intercultural competence. (Same as ENG 634.)

III. COURSE OBJECTIVES: (*Coded for Kentucky Teacher Standards, KTS; TESOL Standards, TESOL*) By the end of the course, students in this class are expected to

- A. Be familiar with the sociolinguistic concepts which underlie the cultural dimensions of language; (*KTS 2; TESOL 2*)
- B. Develop and enhance awareness, through linguistic and other types of knowledge, of cultural and ethnic influences regarding the nature of language and literacy; (*KTS 2; TESOL 2*)
- C. Acquire an introduction to basic language and educational research which is culturally focused; (*KTS 2; TESOL 1,2*)
- D. Understand theories of language and culture that will assist them in developing intercultural and pedagogical skills. (*KTS 2,4; TESOL 1,2*)

The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.

IV. CONTENT OUTLINE:

The first part of the course will be devoted to general theoretical issues surrounding language, culture, sociolinguistics and the interaction between linguistic form and meaning. The rest of the course will involve focusing on specific issues of language and culture including language acquisition, varieties of languages, language and gender, prestige, bi/multilingualism, politeness, and power.

V. INSTRUCTIONAL ACTIVITIES:

Student participation beyond teacher-led discussions will include completing assigned readings, doing projects on selected topics, presenting ideas and perspectives on selected articles and chapters, leading class discussions, completing and submitting assignments, and completing exams and written projects.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None except as it pertains to the projects/ assignments that students conduct for class, such as observation of language use or public communicative contexts.

VII. TEXTS AND RESOURCES:

Bonvillain, N., (2014). *Language, Culture, and Communication: The meaning of messages (7th Ed.)*. Boston: Pearson. (ISBN-10: 020591764X ISBN-13: 978-0205917648)

Notes: I know this 7th edition is expensive, but it is significantly better than the 6th edition, so make sure you get this one. Also a Kindle or electronic edition might be less expensive.

Additional Course Readings (journal articles available on Canvas):

Baker, W., & Bricker, R. H. (2010). The effects of direct and indirect speech acts on native English and ESL speakers' perception of teacher written feedback. *System* 38, 75-84.

Barraja-Rohan, A. M. (2011). Using conversation analysis in the second language classroom to teach interactional competence. *Language Teaching Research*, 15(4), 479-507.

Bjorge, A. K. (2007). Power distance in English lingua franca email communication. *International Journal of Applied Linguistics*, 17(1), 60-80.

Brislin, R. W. (1986). A culture general assimilator: Preparation for various types of sojourns. *International Journal of Intercultural Relations*, 10, 215-234.

Mckenzie, R. M. (2008). The role of variety recognition in Japanese university students' attitudes towards English speech varieties. *Multilingual & Multicultural Development*, 29(2), 139-153.

Meyer, K. (2010). A study of online discourse at the Chronicle of Higher Education. *Innov High Educ*, 35, 143-160.

Roever, C., Wang, S., & Brophy, S. (2014). Learner background factors and learning of second language pragmatics. *IRAL*, 52(4), 377-401.

Signorini, P., Wiesemes, R., & Murphy, R. (2009). Developing alternative frameworks for exploring intercultural learning: a critique of Hofstede's cultural difference model. *Teaching in Higher Education*, 14(3), 253-264.

Tennen, D. (2008). Ethnic style in male-female conversation. In Virginia Clark et al (eds. 7th ed.) *Language: Introductory readings*. (pp.545-557). Boston: Bedford/St. Martin's.

Young, R. F. & Astarita, A. C. (2013). Practice theory in language learning. *Language Learning*, 63(Supp.1), 171-189.

In addition:

- a) (Optional) American Psychological Association (2008). Publication manual (6th ed.). Washington, DC: Author. ISBN: 143380 5618/9781433805615. (Note this text is not for reading but for accurate documentation of all written assignments submitted to MSU MA ESOL program.)
- b) University resources will include Canvas, Waterfield Library, and other electronic

course materials, and additional resources will be posted to Canvas.

VIII. EVALUATION AND GRADING PROCEDURES:

Letter grades will be assigned according to the following scale and the percentage assigned to each course requirement:

- A = 90 – 100 pts.
- B = 89.99 – 80 pts.
- C = 79.99 – 70 pts.
- D = 69.99 – 60 pts.
- E = 59.99 – 0 pts.

Course Requirements:

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|--|------|
| Preparation/Class Participation..... | 10% |
| Discussion Leaders (2)..... | 10% |
| Response Papers (2) | 15% |
| Cultural Autobiography..... | 10% |
| Ethno-linguistic Observation & Cultural Assimilator..... | 10% |
| Midterm Exam..... | 15% |
| Final Project..... | 15% |
| Final Exam..... | 15% |
| Total..... | 100% |

Assignment Overviews:

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. On-time arrival to class and consistent attendance will be expected in all classes. Attendance will be recorded every class. Your participation grade will be lowered if you have excessive absences. More than one absence is considered excessive. You cannot pass this course if you miss class more than twice or if you fail to complete any one of the course requirements as listed above.

X: ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

- Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized

communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI: NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).