



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Liberal Arts and Sciences Department School of Transborder Studies
Prefix TCL Number 275 Title Culture, Language and Learning Units: 3

Is this a cross-listed course? Yes If yes, please identify course(s) ASB 275

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (Required) Chair/Director Initials

Course description: Examines the dynamic and complex interplay of language, culture and learning within and across individuals, groups, institutions and cultures in diverse multicultural, multilingual and transborder contexts.

Requested designation: Cultural Diversity in the United States-C Mandatory Review: No

Note- a **separate** proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Patricia Corona E-mail Patricia.Corona@asu.edu Phone (480)965-9426

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Alejandro Lugo Date: 2/14/2016

Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus, guidelines for course research projects, essay prompts for final exam

Course Prefix	Number	Title	General Studies Designation
TCL/ASB	275	Culture, Language, and Learning	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
1 - contributes to understanding of diversity in contemporary U.S. society	<p>The first half of the course introduces students to the idea of culture as a dynamic process and cultural learning. Readings and activities focus on processes of socialization by which members of cultural groups acquire behaviors, beliefs, and values. Students to carry out an original research project through direct observation/photography of a local cultural group. Research topics for past projects have included a Japanese church in Tempe, the multicultural staff milieu of the Barrett dining hall, and a Sunrise Dance on the San Carlos Apache reservation.</p> <p>In addition, students read a number of in-depth accounts of cultural socialization in contemporary U.S. society, with reference to (e.g.) Pueblo Native American communities (Romero-Little), middle-class "mainstream" families at dinnertime (Ochs and Shohet), a white American boy living in rural Kenya (Gilmore), and young recent Latino/a immigrants in California (Valdes).</p> <p>The second half of the course, as described below, focuses on</p>	See syllabus, pp. 3-4; guidelines for Photovoice/visual ethnography project; guidelines for case study of second language learner; essay prompts for final exam

	<p>language diversity and language learners in U.S. society, which allows us to engage a range of questions about immigrant-origin students and families in the U.S. and the sociocultural basis for language learning.</p>	
<p>2c - course is primarily a study of relations among diverse groups in contemporary U.S.</p>	<p>The course begins by introducing students to the idea of cultural learning and socialization as the way cultural behaviors/traits are both passed on and transformed in different and changing cultural contexts, with particular attention to contemporary cultural realities in the U.S. The Photovoice/visual ethnography project (see above) gives students an opportunity to explore everyday cultural diversity around them.</p> <p>The second half of the course focuses on the language learning experiences of immigrant students/families in the U.S. as a way to understand issues of acculturation and cultural change, and in order to deepen students' understanding of language acquisition as a sociocultural process.</p> <p>The readings and discussions in this part of the course include a wide range of "diverse learners" in and out of U.S. schools, including lower-income Spanish-speaking students in California, socioeconomically privileged learners of Mandarin as a foreign language, adult Somali and Sudanese refugee learners of English, Hopi heritage speakers in northern Arizona, and high school science students in southern Arizona. (For representative readings, see Freeman & Freeman (p. 4 of syllabus), Warriner, 'Speaking in Tongues', O'Connor & Crawford, etc.)</p> <p>The case study of the second language learner, which students develop throughout the second</p>	<p>See syllabus, pp. 4-5; guidelines for Photovoice/visual ethnography project; guidelines for case study of second language learner; essay prompts for final exam</p>

	half of the semester, allows them to engage these themes in considerable depth. Using a single-subject design, students study the cultural dimensions of language learning for a specific individual in contemporary U.S. society and consider issues of power, privilege, and opportunity that affect language learning (and learners).	

TCL/ASB 275: Culture, Language, and Learning

Instructor: Brendan H. O'Connor, Ph.D.

Class meetings: T/Th 1:30-2:45 pm, Interdisciplinary B 161B

Office/hours: Interdisciplinary B, B164-C
T/Th 3-4:30 or by appointment

Office phone: 480.727.4741

Email: Brendan.h.oconnor@asu.edu



Ellie's literacy socialization – 10 months

Course catalog description: Examines the dynamic and complex interplay of language, culture and learning within and across individuals, groups, institutions and cultures in diverse multicultural, multilingual and transborder contexts.

O'Connor's description: This course begins with some fundamental questions about learning and human sociality itself. How do we “accomplish” life on an everyday basis? We usually take for granted much of what we know about how to get through the day. This course is an opportunity to look closely at the most mundane contexts in our lives – riding an elevator, eating dinner with family members, crossing the street – as sites of cultural knowledge and learning. What have we learned about how to interact with other human beings – in families, at work, in encounters with strangers, at school – that we take for granted? What, exactly, do we know about how to live socially, and how did we learn it? In order to approach these questions, the first half of the course will focus broadly on what is called “socialization” – the process of learning through interaction with others. We’ll look at a wide range of cultural contexts in the U.S., and a few from outside the U.S., in order to get a sense of the possibilities for cultural learning and socialization that exist cross-culturally. The second half of the course will focus specifically on language socialization, as we consider what influences people’s language acquisition and explore the sociocultural basis for language learning and language use. We will also consider the educational implications of what we discover for language learners in U.S. schools.

Student learning outcomes: Upon successful completion of this course, students will:

- Understand how socialization takes place in different cultural contexts and provides the basis for human interaction and the achievement of everyday life
- Learn about first and second language acquisition and how socialization takes place to use language and through language
- Use visual research and case study methodologies to conduct original, small-scale research on local communities of cultural practice and language learners
- Improve academic speaking and writing skills, particularly with respect to APA style and formatting

Required textbook:

Freeman, D. & Freeman, Y. (2011). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.

Additional required course readings appear on the course schedule. These readings are available on Blackboard and must be **printed out** before the relevant class session. Failure to have readings printed out (or accessible on a tablet/laptop), read, and ready to discuss will result in the loss of attendance/participation credit.

What will we be doing in this class?

- Reading original research on culture, language, and learning and discussing it in a variety of formats – small-group, paired, dialogue circles, whole-class, etc.
- Doing original qualitative research on language learning in local contexts – some of this will happen in class, but most of it will happen outside of class
- Learning from a variety of distinguished guest speakers, including leading scholars in the fields of anthropology, education, and applied linguistics

A disclaimer: this is not a teacher-led class. It won't involve a whole lot of lecture. If you're not prepared to keep up with the readings, aren't interested in thinking about course topics and talking/writing about them, and aren't a fan of active learning, it may not be for you. That doesn't mean you need to be extroverted. It just means that you need to be seriously engaged.

O'Connor's Theses of Reading:

- (1) Some things are not fun to read while you're reading them, but they are still worth reading. Afterwards, you may be glad you wrestled with them.
- (2) It may not always be clear WHY you're reading what you're reading. Some texts will not be *immediately* useful. However, they may be useful in the future – not always in a way that's easy to see, but in the unexpected ways they reorient and refocus your perspective on the world and your ability to be involved in the world. Have faith that becoming a better-read person will pay off in the long run. It's kind of like making soup: you throw a lot of stuff into the pot and you trust that something good will come out of it, even if you don't know exactly what.
- (3) It's ok if you don't understand 100% of what you're reading. Even if you feel you only understand 50%-60%, it can still be worthwhile to make the effort to engage with challenging writing and ideas. Don't be intimidated by difficult writing – just dive right in. Your brain is every bit as capable as the author's.
- (4) It's better to read a short text deeply than to read a long text superficially (i.e., on the surface level). It's more productive to spend time thinking really hard about a little bit of reading than to read a whole lot that you don't have time to understand or process. If time is an issue, read strategically – figure out how you can get *something* out of what you're reading.

Academic Writing:

A major goal of this class is to give everyone opportunities to hone their academic writing skills. This means becoming familiar with APA style and formatting (as in the norm in education and the social sciences more generally), receiving and *incorporating* individualized feedback on writing you turn in, and generally working to become a stronger academic writer. All written assignments for this class will be turned in in **hard copy** at the beginning of class on the due date.

Some Food for Thought:

“All the wars, all the hatred, all the ignorance in the world come out of being so invested in our opinions. And at bottom, those opinions are merely our efforts to escape the underlying uneasiness of being human, the uneasiness of feeling we can't get ground under our feet. So we hold on to our fixed ideas of *this is how it is* and disparage any opposing views. But imagine what the world would be like if we could come to see our likes and dislikes as merely likes and dislikes, and what we take to be intrinsically true as just our personal viewpoint.”

Pema Chödrön [Buddhist writer], *Living Beautifully with Uncertainty and Change*, p. 108

Course Schedule [subject to change]

*[you must have the readings done *before* class on the day listed]

Date	Reading(s)	Assignments due, etc.
Tuesday 1/12		Course introduction
Thursday 1/14	Gilmore (2016): “ ‘Uwerymachini!’: A language discovered” [from <i>Kisisi (Our language)</i>]	Model scholarly talk/handout by BO’C
Tuesday 1/19	Goffman (1963): “Involvement” and “Some rules for the allocation of involvement”	
Thursday 1/21	<i>Between Worlds</i> , Introduction (pp. xi-xx) and chapter 1: “Who are our English language learners?”	
Tuesday 1/26	Lave, J., & Wenger, E. (1991): “Midwives, tailors, quartermasters, butchers, nondrinking alcoholics.” [from <i>Situated learning: Legitimate peripheral participation</i>]	
Thursday 1/28	Rogoff: “Cultural change and relations among communities,” part 1 (pp. 327-middle of 347) Film: <i>Transitions: Destruction of a Mother Tongue</i> (on Blackfeet language loss and revitalization)	
Tuesday 2/2	Romero-Little: “Learning the community’s curriculum”	Guest presentation: Prof. M. Eunice Romero-Little, ASU School of Social Transformation/American Indian Studies
Thursday 2/4	Ochs & Shohet: “Mealtime socialization across cultures”	Scholarly talk #1 (discussion leaders to be assigned)
Tuesday 2/9	Rogoff: “Cultural change and relations among communities,” part 2 (pp. 347-369)	
Thursday 2/11	Selections from APA Formatting and Style Guide (Purdue University Online Writing Lab): “General format”, “In-text citations: The basics”, “In-text citations: Author/authors”, “Reference list: Basic rules”, “APA stylistics: Basics” https://owl.english.purdue.edu/owl/resource/560/01/	Guest presentation: ASU Writing Center – APA style and formatting workshop
Tuesday 2/16	Schieffelin: “Teasing and shaming in Kaluli children’s interactions”	
Thursday 2/18	NO CLASS – BO’C @ CONFERENCE	
Tuesday 2/23		
Thursday 2/25	<i>Between Worlds</i> , chapter 5: “What are principal theories of first and second language acquisition?”	Scholarly talk #2 Photovoice project DUE in class – Photovoice presentations (to learning teams)
Tuesday 3/1	Lightbown & Spada: “Language learning in early	

	childhood”	
Thursday 3/3	<i>Between Worlds</i> , chapter 4: “How do people learn and how do they acquire language?”	
Tuesday 3/8 Thursday 3/10	NO CLASS – ASU SPRING BREAK	

Tuesday 3/15	Sample case studies from Valdés, <i>Learning and Not Learning English</i> : “Lilian”, “Elisa”, “Manolo”, or “Bernardo” → to be assigned to learning teams	Scholarly talk #3
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Thursday 3/17	Film: <i>Speaking In Tongues</i> (on second language learners of Mandarin/Cantonese in San Francisco)	Part 1 of case study DUE in class
Tuesday 3/22	<i>Between Worlds</i> , chapter 2: “What factors affect the school success of English language learners?”	
Thursday 3/24	<i>Between Worlds</i> , chapter 6: “What are key concepts, theories, and models of bilingual education?”	
Tuesday 3/29	Review of key concepts from chapter 2	
Thursday 3/31	Reflecting on language policy and practice in Arizona – w/r/t research from chapter 6	

Tuesday 4/5	Readings on language and youth culture → see schedule of talks for group assignments	Scholarly talk #4
Thursday 4/7	O’Connor & Crawford: “An art of being in between”	
Tuesday 4/12	Warriner: “Language learning and the politics of belonging”	
Thursday 4/14	<i>Between Worlds</i> , chapter 7: “How can schools develop an intercultural orientation?”	Part 2 of case study DUE in class Guest presentation: Prof. Yvonne and David Freeman, UTRGV (tentative)
Tuesday 4/19		
Thursday 4/21	NO CLASS – BO’C @ CONFERENCE	
Tuesday 4/26	Case study presentations	
Thursday 4/28	Case study presentations	Complete case study, including Part 3 , DUE in class

Final exam will be **Thursday 5/5** [our assigned final exam date] from 12:10-2:00 in Interdisciplinary B 161B [our usual classroom]

Course Requirements

Projects:

The two major assignments for TCL/ASB 275 are mini **research projects** that involve immersion in real-life cultural settings and contact with real-life language learners.

Photovoice project (Mini-visual ethnography of a community of practice): (20%) Photovoice is an action research approach that assists people in understanding their environment and in developing a sense of agency to create social change. In Photovoice, a participant creates and captions a photo exhibit that explains something about the life of an individual or community, a social issue, a problem, etc. We will approach it a bit differently: you will conduct observational research in a specific community of practice – we’ll talk about what that means – and use photography to document how socialization works in that community. You will then create a short photo essay (5 photos with titles and captions of 100-200 words), accompanied by an academic essay (4-6 pages) explaining how socialization works in your research site and incorporating insights from course texts.

Case study of a second language learner: (10% x 3 = 30%) In order to explore the sociocultural basis for language learning, you will conduct a semester-long case study of an individual who is learning a second language. That is, you will create a portrait of ONE person’s language learning trajectory (pathway) and will reflect on that person’s experience in light of what we’ve read and discussed in class. The case study will be turned in in 3 installments: Part 1 will focus on the person’s past (linguistic biography), Part 2 will focus on the person’s present experiences of learning and using the target language, and Part 3 will reflect on the person’s probable future as a learner and user of the second language. Each installment of the case study will be around 3-4 pages; the final draft will incorporate a short introduction and conclusion and will be around 10-12 pages.

***The person you choose needs to be someone who is learning a second language *for a meaningful purpose* or to function in a particular social or cultural context – i.e., it can’t just be your roommate who happens to be taking Spanish 101. This person’s language learning should be relevant to her/his present and future life chances, not just a superficial or temporary experience. So, where will you find this person?

- Family members or friends (your case study participant can be an adult or child)
- Other ASU students (think about international students, students from bilingual/non-native English backgrounds, students who are learning heritage languages [family or community languages], or even native English speakers who are engaged in meaningful language learning)
- English language learners in local schools
- Co-workers, people at church, or anyone who is part of a community group you’re involved with

As a member of TCL/ASB 275, it’s your responsibility to find a suitable case study participant and to put in the time and hard work to craft a rigorous, empirical, and humanizing account of him/her as a language learner.

Other course requirements:

Scholarly talk: (10%) Everyone will prepare and present a short scholarly talk, including handout, to her/his learning team. What’s a learning team, you ask?

Learning teams: After the first few weeks of the semester, TCL/ASB 275 participants will be organized into learning teams of 4-5 people. You’ll stay with your learning team all semester and will get to know your fellow team members well. These are the people you’ll be doing in-class activities with and preparing scholarly presentations for. They are not, however, the *only* people you’ll be working with.

On certain dates throughout the semester, one member of each learning team will be assigned to prepare and present a scholarly talk to his/her team. Everyone will do this once. The scholarly talk is an informal opportunity for you to talk comfortably about your assigned reading with your team. You’ll prepare a handout with key insights, quotations, questions, etc. from the reading, and will distribute the handout to your team before sharing your thoughts with them. The idea is NOT just to read your handout – the handout is basically a set of notes for your team’s future reference. The idea is to talk about key things you learned from the reading, interesting questions it raised, and so on. I (BO’C) will present a sample scholarly talk during the first week of

class. As part of your scholarly talk, you're encouraged to get your teammates involved. It's not supposed to be just you talking. Ask them questions or give them pre-written discussion questions, bring a relevant video or piece of media to play and discuss, have them talk about their own experiences – whatever works. There's not a strict time requirement, but we'll allow at least 15-20 minutes for scholarly talks. Your grade for the scholarly talk will be based on both teacher and peers' evaluation.

Reading quizzes: (20%) The reading quizzes will be short answer/short essay format. They may be announced or unannounced, open or closed book. The way to be prepared is to make sure that you are keeping up with the readings and spending the time it takes to understand them thoroughly – but see O'Connor's Theses of Reading, above.

Final exam: (10%) The final exam will be similar in format to the quizzes and will require you to synthesize and apply concepts from your work throughout the semester.

Attendance/participation (10%): Attendance will be taken on Blackboard at the beginning of every class – that means around 1:35 at the latest. If you arrive between 1:35 and 1:45, you'll be marked late – otherwise it counts as an absence. Every absence after the third (per ASU policy) drops your attendance grade – that is, your final course grade – one point. Every late arrival counts as ½ an absence – that is, it drops your final course grade by 0.5 points. If you miss more than 6 class sessions, you will fail the course automatically, unless you and I have made other arrangements. **You cannot miss class on a regular basis and do well in (or even pass) this course.**

That being said, I do realize life is complicated – if you really aren't able to attend for some reason, please talk to me and let me know about the situation. Open communication is my goal. In addition, see the policy on readings (above): "Participation" means coming to class prepared to discuss the assigned reading(s) for the day. Being consistently unprepared or unwilling to participate will also have a negative effect on your course attendance/participation grade.

Late assignments: I reserve the right NOT to accept work that is turned in after the due date. I may accept late papers, on a case-by-case basis, if I am informed ahead of time. Please don't just assume that I will accept your paper late.

Due dates and dates for assigned reading may (and probably will) change throughout the course of the semester; it's your responsibility to keep up with changes, which I will announce in class and post to our course Blackboard site. If you're not in class on a certain day, make sure to check Blackboard or – even better – email me or come to office hours for an update on what you missed.

Email: My main way of contacting you is emailing you through Blackboard, using the email address that ASU has on file for you. In order for this to be effective, please (1) make sure that your email address is functional, (2) check it on a daily basis, and (3) respond to any emails from me – even if it's just to say, OK, got it, thanks. Without a response, I can't be sure that you received my original email. These are matters of good communication and professional etiquette.

Grading Policy

Grades will be awarded from A+ to E in accordance with ASU's grading policy (<https://students.asu.edu/grades>).

<u>Grade</u>	<u>Range</u>	<u>Grade Points</u>
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A+	98-100	4.33
A	93-97.9	4.00
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.00
B-	80-82.9	2.67
C+	77-79.9	2.33
C	70-76.9	2.00
D	60-69.9	1.00
E	59.9 and Under	0.00

*A note on grading: the points awarded for a particular assignment (e.g., if an essay's graded out of 20 points) are not necessarily the same as the *weighted percentage* of that assignment as a part of the course grade (e.g., that same essay may be worth 10% of the course grade, even if it's graded out of 20 points). As the course goes on, your weighted total on Blackboard will reflect your course grade based on assignments that have already been graded.

Help with academic writing – Information about the ASU Writing Center:

Getting feedback: It's what writers do. ASU Writing Centers offer in-person and online feedback at any stage of the writing process. Trained tutors can help students specifically with the following:

- Brainstorming and outlining
- Writing for an audience
- Organizing content and structuring sentences
- Using and documenting sources
- Revising for clarity, correctness, and consistency

Tutors work with students to improve and hone their writing skills. Students are encouraged to bring any assignment instructions, source materials, and printed drafts of their work to their appointment in order to get the most out of the session. Students are encouraged to not only take advantage of this free service, but to utilize it frequently. Call any of ASU's centers below to book your writing appointment today.

Tempe – W.P. Carey BA 202A; Undergraduate Academic Services Building UASB 140; Hassayampa Academic Village Mesquite Hall MSHAL F 124; Palo Verde West PVW 127; and Sonora SCD H-15 (480) 965-4272

West – Fletcher Library LL2

(602) 543-6169

Online

(480) 965-9072

Downtown Phoenix – Post Office L1-34

(602) 496-0354

Polytechnic – Academic Center Building CNTR 160

(480) 727-1452

Writing Center website: <https://tutoring.asu.edu/writing-centers>

The Writing Center will be visiting our class to present a workshop on APA style and formatting. If I notice significant mechanical/stylistic issues in your written work, I may recommend that you make an appointment for one-on-one tutoring at the Writing Center. In general, it's a good idea to have someone look over your work and give feedback before you turn it in – so I'd encourage you to be proactive.

Academic honesty and integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

I expect academic honesty from all students and strive to uphold a high standard of scholarly behavior. I am required to report all incidents to the Dean's office per university policy. Incidents of academic dishonesty generally have a disastrous effect on students' course grades. *In my experience, they often occur when people are feeling overwhelmed or stressed because of in- and out-of-school responsibilities. If you're having difficulty keeping up with course requirements or feeling desperate, please talk to me instead of making a decision to engage in dishonest behavior.* I'm always available to talk and would much prefer to work things out ahead of time instead of sorting out academic dishonesty issues after the fact.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc>. Their hours are 8:00 am to 5:00 pm, Monday through Friday.

Mental Health Services and Support: Many of us struggle with mental health and wellness issues, especially in high-pressure situations such as trying to succeed at the university while balancing multiple roles and responsibilities. Students aren't always aware that ASU has free personal counseling services available. In my experience, these can be extremely helpful, whatever your individual struggles might be. Here's some information about available services and how to get in touch with a counselor:

ASU Counseling Services offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Support is available 24/7. During business hours, you can walk in to any of our four [campus locations](#) or call and ask to speak with a counselor. **No appointment necessary.**

Monday-Friday, 8 am-5 pm:

- Downtown Phoenix: 602-496-1155
- Polytechnic: 480-727-1255
- Tempe: 480-965-6146
- West: 602-543-8125

After-hours/weekends:

Call EMPACT's 24-hour ASU-dedicated crisis hotline: 480-921-1006

Emergencies

For life threatening emergencies, call 911

TCL/ASB 275

Guidelines for **Photovoice Project** (Mini-visual ethnography of a community of practice)

***First: Remember that “socialization,” in this class (and in anthropology/sociology), does NOT mean what it usually means in informal, everyday conversation. “Socializing” usually means “talking or hanging out with other people.”

Socialization in anthropology is a totally different concept.

SOCIALIZATION is the name we give to **processes by which people are able to become** *either*:

- (1) **“competent and appropriate members of society”** (Ochs & Shohet, 2006, p. 35), in general: Telling a child “don’t talk with your mouth full!” or modeling how to pet the cat gently are not *specialized* forms of behavior needed for particular jobs or roles. They’re part of what we expect “everybody” to know. Of course, “what we expect everybody to know” differs from one cultural context to another – but you get the idea.
 - (2) **OR members of some “community of practice”** (Lave & Wenger, 1991): That is, a group of people organized around a specific activity or purpose. So, joining a Little League team means that you’ll be socialized into behaviors and dispositions associated with baseball and sports (always try your hardest, charge a ground ball, etc.). To give another example, getting involved with an institution like the military or a school comes with its own set of expectations for members, associated behaviors and dispositions (say “sir” to higher-ranking people, don’t get out of your seat without permission, etc.), and so on. Not *everybody* is expected to be able to behave in these ways – only people who are part of (or becoming part of) the community of practice.
 - We might say that socialization is the most basic and *omnipresent* form of teaching and learning that exists. It’s literally everywhere!
 - The great U.S. educational thinker John Dewey gives the example of how training a horse is different from teaching a human being. Socialization isn’t JUST about teaching people “stuff” they need to know – it’s really about teaching them how to “be” with others appropriately. “[The horse] remains interested in food, not in the service he is rendering. He is not a partner in a shared activity” (Dewey, 1916, p. 17). For human beings, however, “Making the individual a sharer or partner in the associated activity so that he (*sic*) feels its success as his success, its failure as his failure, is the completing step” (p. 18).
 - “Making individuals partners in a shared activity” isn’t a bad definition for socialization!
-

How does socialization work?

For Ochs (1986, p. 2), socialization is:

- (1) “an interactional display” → something other people demonstrate through our interactions with them
- (2) “(covert or overt)” → either implied or actually stated (you can TELL someone the correct/appropriate way to do something, or you can SHOW them through your behavior)
- (3) “to a novice” → to a beginner, someone who isn’t participating *fully* (yet) in society or a community
- (4) “of expected ways of thinking, feeling, and acting” → of how “everybody knows” someone in this position ought to behave, talk, feel, etc.

In other words, “a child [or any ‘novice’] must acquire ... the ability to recognize/interpret what social activity/event is taking place and to speak and act in ways sensitive to the context” (p. 3)

- *What are some possible contexts for socialization in our homes, workplaces, and communities?*
- *Where and how do we see socialization happening, either in a general sense or with a specific community of practice in mind?*

Or, as Romero-Little (2012) puts it, socialization involves “observing, listening, and figuring out how the ... world works” (p. 94).

However, Romero-Little (2012) also argues, socialization takes place through different forms of participation, and these forms of participation change over time (borrowing a concept from Lave & Wenger [1991]):

- “*peripheral participation*” – i.e., “participation on the outside” – “occurs when a learner silently engages in an activity or event; s/he watches and listens attentively to others but is not yet ready to participate” (Romero-Little, 2012, p. 94)
 - “*active participation*” occurs when a child or novice is ready to “independently take part in an activity or event,” if culturally appropriate
-

In order to look more closely at some of the socialization happening all around us, we will use a research methodology called **Photovoice**. Photovoice has to do with giving people (like us) opportunities to (1) use photography to find ways of “imaging” and “representing” the world that make sense to them, and (2) tell stories about the images they produce and choose, to give others insight into how they think about their circumstances and their hopes for the future.

Dr. Romero-Little’s work with parents from Jemez Pueblo is an excellent example of this methodology in action: parents were given cameras and encouraged to take photographs that would help answer three specific research questions about how Jemez people conceived of children’s learning and development – see her handout (on Blackboard) for details.

INSTRUCTIONS:

- (1) Think about where, in your social world, you might be able to see socialization in action. (I’m using the *anthropological* definition of socialization here.) Once you have a community of practice in mind, think about how to get involved with the people there, if you aren’t already involved. Also begin to brainstorm which *images* could represent the process of cultural learning or socialization in this community.
- (2) Get yourself in position to observe some “interactional displays” of socialization. Don’t worry about taking great photos or whether you’ve got “the right ones” – just try to collect as much data as possible.
- (3) Go through all the photos you took and reflect on them. Think carefully about which photos you think are most representative, most interesting, or most meaningful – with respect to the process of socialization, or cultural learning, in this community of practice.
- (4) Choose **five** photos – no more, no less – that are the most useful for documenting socialization in your research site. Write a title for each photo, and also draft a text/caption to accompany *each* photo. The captions should be brief – around 100-200 words. Make sure the text expresses the aspect of socialization you’re trying to convey with your choice of photo, and think about what words and ideas are *crucial* for getting your point across. The writing style for the captions can be relatively informal.

- (5) Write a 4-6 page, double-spaced overview of your Photovoice portfolio, connecting your original research and thinking to at least three of our course readings, and explaining what your project shows us about socialization and the cultural context of human development. You might consider the following readings:
- Romero-Little (2012), "Learning the community's curriculum"
 - Ochs & Shohet (2006), "Mealtime socialization across cultures"
 - Rogoff (2003), "Cultural change and relations among communities"
 - Lave & Wenger (1991), "Midwives, tailors, etc."
 - Gilmore (2016), "A language discovered"
 - Goffman (1963), "Involvement" and "Some rules for the allocation of involvement"
- (6) Bring your completed Photovoice project, including your photo portfolio with captions and the accompanying essay, in hard copy to class on the due date (Tuesday, February 23)

Have fun! Good luck!

Part of case study	In general: What do you need to accomplish?	Guiding* questions	Readings and theoretical concepts that might be useful
1	Develop a linguistic biography of your participant	<ul style="list-style-type: none"> • When and how did your participant learn his/her L1 and L2 [and other languages]? • How did the <i>family/community context</i> affect this person's language learning and use? • How did <i>schooling</i> affect this person's language learning and use? What kinds of educational opportunities did s/he have? Did this person have access to schooling in his/her L1? • How was this person supported in learning the L2? Who or what helped with the acquisition of the L2 (in school or out of school)? • Did this person continue to use and develop the L1? If so, how? If not, why not? • Has this person's story been affected by migration (movement between countries or areas)? By issues of socioeconomic class? By historical developments? How does the "small story" relate to the "big story"? 	<ul style="list-style-type: none"> • Krashen's Monitor Model (affective filter, comprehensible input, monitor, natural order, and acquisition/learning hypotheses) • Concepts from Vygotsky: scaffolding, modeling, Zone of Proximal Development • Insights from socialization readings (Gilmore, Ochs & Shohet, Schieffelin) • Schumann's Acculturation Model and the cultural mismatch hypothesis • Ogbu's distinction between immigrant and involuntary minorities • Other case studies from textbook, Valdés, course readings and films
2	<p>Create a present-day linguistic portrait of your participant</p> <p>*Your discussion should incorporate <u>observations</u> of the person using both languages (if possible) and/or analysis of literacy <u>artifacts</u> (e.g., class essays, personal letters/emails, screenshots of Facebook/other social media, reading material)</p>	<p><u>Proficiency/Language outcomes</u>: How well can your participant use his/her L2?</p> <ul style="list-style-type: none"> • What linguistic "tools" does this person have in his/her repertoire (including L1 and L2)? • Is this person's proficiency "balanced" or "uneven"? (Can s/he speak, understand, read, and write equally well? Or is s/he stronger in some areas than others?) • How does this person view his/her own 	<ul style="list-style-type: none"> • Different forms of competence and functions of language (chapter 4 of textbook) • Communicative repertoires (O'Connor & Crawford; youth culture readings) • Connection between language learning and

	<p>You might consider organizing your discussion <i>thematically</i>. Examples of possible themes:</p> <ul style="list-style-type: none"> • “Learning a second and third language simultaneously” • “Struggling to develop L1 literacy while learning an L2” • “Strengthening family relationships through heritage language learning” • “Learning culture by learning an L2” • “Coping with linguistic isolation” • “Embracing a bilingual, intercultural self” 	<p>competence? (What’s his/her own opinion of how strong the L2 is?)</p> <ul style="list-style-type: none"> • What do your observations of this person’s language behavior suggest about his/her proficiency? What can you <i>see</i>? <p><u>Language use</u>: How does this person use his/her L1 and L2 in everyday life?</p> <ul style="list-style-type: none"> • In which <i>domains</i> (social contexts) does s/he use the L1? L2? Both? • How does his/her literate (reading and writing) ability compare to oral ability? 	<p>social belonging (or lack thereof; Warriner)</p> <ul style="list-style-type: none"> • Models of bilingual programs and their effectiveness (chapter 6 of textbook)
<p>3</p>	<p>Write an introduction and conclusion to give a cohesive structure to the case study</p>	<p><u>Introduction</u>:</p> <ul style="list-style-type: none"> • Who is this person? What makes him/her an interesting subject for a case study of L2 learning? • What’s your overall argument? What’s the “take-away message” from your paper? <p><u>Conclusion</u>:</p> <ul style="list-style-type: none"> • What do you expect your participant’s future (as a language user) will look like? Why? • Why should anyone be interested in your case study? What interesting findings or insights does it offer? • Can we learn anything <u>in general</u> about language learning from the specific experience of this person? (For example, Valdés presents the stories of 4 individual students because she thinks they have <i>implications</i> for the education of other English learners). 	

TCL/ASB 275: Culture, Language, and Learning

Take-home final exam – 10% of course grade

A hard copy of the exam must be turned in on **Monday, May 4** between **9:50-11:40** in our usual classroom, **LSA 101**.

Please format your exam in APA style, including:

- Title page
- Running head
- Reference list
- In-text citations
- 1" margins, Times New Roman 12 pt. font, double-spaced

You do NOT need an abstract.

The take-home final consists of **two** essays. You must respond to both essay prompts. Each essay should be approximately 500-600 words (1½-2 pages). Staple it. Please. Just staple it.

(1) In her chapter “Uwerymachini: A Language Discovered,” Gilmore (forthcoming) describes Colin and Sadiki’s relationship as a “border crossing friendship” (p. 10). She discusses the boys’ “innocent yet effective quest for language equality” and their creation of a new language to find a place for their friendship “on the rigid borders of their vastly different language and cultural worlds” (p. 10).

In this course, we have discussed the potential of language to help people cross borders as well as the power of language to impose borders or barriers. I’m not talking only about geographical or political borders; I’m also thinking of borders of opportunity, identity, power, culture, and so on. In your essay, please:

- (a) Discuss ways in which language can empower people to cross borders, including different examples from the course readings. Be specific about how, exactly, language learning and language use can make it possible for people to connect across borders.
- (b) Discuss ways in which language can create borders or barriers for people. How can language hold people back or keep people from pursuing opportunities, developing relationships, etc.? Again, include specific examples from the course readings.

Please be detailed, but also think carefully about which examples/concepts to include, since this is a short essay.

(2) In chapter one of *Between Worlds*, Freeman and Freeman (2011) present mini case studies of a number of English language learners in U.S. schools: Eugenia, Mony, Salvador, Sharma, Farrah, Osman, and Tou.

Choose **ONE** of the students listed above. Review the Freemans’ description of him or her. Imagine that you, as an emerging expert in the field of second language acquisition ☺, have been asked to write a memo to the principal of your chosen student’s school. The memo is meant to give the school principal and teachers suggestions for how to help the student learn English and succeed academically. If you like, you can address it “Dear Principal _____”. In your memo, please:

- (a) Give a **brief** (one-paragraph) description of the student's academic background, linguistic competence, strengths, and needs. Be sure to identify which *type* of English learner this student is (see chapter 2 of Freeman & Freeman).
- (b) Provide research-based recommendations for how the school can best support this student's English learning and academic success. You might make recommendations about:
- a. Which type of language program would be most useful for him/her
 - b. What kind of linguistic input s/he needs
 - c. Which types of in-class interactions/activities are likely to be helpful
 - d. How to make sure s/he doesn't fall far behind in academic content while learning English
 - e. How the school might approach his/her first language
 - f. Which factors might influence his/her English learning (that the school should be aware of)

You're not expected to address ALL of these issues. The list above is meant to help you think about possible recommendations you could make. The best approach is probably to choose a few specific things that you think would make a difference for your chosen student and to back them up with strong evidence from course readings.

Readings – TCL/ASB 275

Textbook [table of contents attached]:

Freeman, D. & Freeman, Y. (2011). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.

Other required course readings:

Bucholtz, M. (2011). Cliques, crowds, and crews. In *White kids: Language, race, and styles of youth identity* (pp. 42-66). Cambridge, UK: Cambridge University Press.

Gilmore, P. (2016). ‘Uwerymachini!’: A language discovered. In *Kisisi/Our language: The story of Colin and Sadiki* (pp. 1-16). New York: Wiley.

Goffman, E. (1963). Involvement and Some rules about the allocation of involvement. In *Behavior in public places: Notes on the social organization of gatherings* (pp. 33-63). New York: Free Press.

Lave, J., & Wenger, E. (1991). Midwives, tailors, quartermasters, butchers, nondrinking alcoholics. In *Situated learning: Legitimate peripheral participation* (pp. 61-87). Cambridge, UK: Cambridge University Press.

Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (2006). Language learning in early childhood. In *How languages are learned* (pp. 1-27). Oxford: Oxford University Press.

Nicholas, S. E. (2009). “I live Hopi, I just don't speak it”—The critical intersection of language, culture, and identity in the lives of contemporary Hopi youth. *Journal of Language, Identity, and Education*, 8(5), 321-334.

Ochs, E., & Shohet, M. (2006). The cultural structuring of mealtime socialization. *New Directions for Child and Adolescent Development* 111, 35-49.

Paris, D. (2010). “The second language of the United States”: Youth perspectives on Spanish in a changing multiethnic community. *Journal of Language, Identity, and Education*, 9(2), 139-155.

Rogoff, B. (2003). Cultural change and relations among communities. In *The cultural nature of human development* (pp. 327-369). Oxford: Oxford University Press.

Romero-Little, M. E. (2011). Learning the community’s curriculum: The linguistic, social, and cultural resources of American Indian and Alaska Native children. In M.C. Sarche, P. Spicer, P. Farrell, & H. Fitzgerald (Eds.), *American Indian and Alaska Native children’s mental health: Development and context* (pp. 89-99). Santa Barbara, CA: Praeger.

- Schieffelin, B. B. (1986). Teasing and shaming in Kahili children's interactions. In B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures*, 165-181. Cambridge, UK: Cambridge University Press.
- Valdés, G. (2001). Selected chapters from *Learning and Not Learning English: Latino Students in American Schools*. New York: Teachers College Press.
- Warriner, D. S. (2007). Language learning and the politics of belonging: Sudanese women refugees becoming and being "American". *Anthropology & Education Quarterly*, 38(4), 343-359.

BETWEEN WORLDS
Access to Second Language Acquisition

T H I R D E D I T I O N

DAVID E. FREEMAN & YVONNE S. FREEMAN

HEINEMANN  PORTSMOUTH, NH

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Patricia Corona

From: Christopher Stojanowski
Sent: Thursday, February 18, 2016 10:57 AM
To: Patricia Corona
Cc: Alissa Ruth
Subject: RE: General Studies Proposals for Cross-listed Course ASB/TCL 275

Hi Patricia,

I approve the proposals.

Chris

Christopher Stojanowski, PhD
Associate Professor of Anthropology
Center for Bioarchaeological Research
School of Human Evolution and Social Change
Arizona State University
Tempe, AZ 85287
(480) 727-0768
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From: Alissa Ruth
Sent: Wednesday, February 17, 2016 4:46 PM
To: Christopher Stojanowski
Cc: Alexandra Brewis Slade; Patricia Corona
Subject: FW: General Studies Proposals for Cross-listed Course ASB/TCL 275
Importance: High

Hi Patricia,

I am forwarding onto Dr. Christopher Stojanowski, our newly appointment Director of Undergraduate Studies. He will respond via email as soon as he can.

Best,
Alissa

Alissa Ruth, PhD
Director, Strategic Initiatives for Teaching and Learning
School of Human Evolution and Social Change
Arizona State University

From: Patricia Corona
Sent: Wednesday, February 17, 2016 2:14 PM
To: Alexandra Brewis Slade <Alex.Brewis@asu.edu>; Alissa Ruth <Alissa.Ruth@asu.edu>
Subject: General Studies Proposals for Cross-listed Course ASB/TCL 275
Importance: High

Good afternoon,

Dr. Brendan O'Connor has completed the Cultural Diversity in the U.S. (C) and the Social-Behavioral Sciences general studies proposals for the course ASB/TCL 275 Culture, Language and Learning. Due to the permanent cross-list with Anthropology, we need the support from SHESC to ensure that other faculty who may teach the course are aware of its general studies.

Attached are both proposals for your review, if you would please let us know of a decision by this upcoming Tuesday, February 23rd, we would appreciate it.

Thank you!

Patricia Corona, M.Ed.

Student Academic Specialist | [School of Transborder Studies](#)

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