Course Description:

This course examines human culture as a general phenomenon and the human capacity for culture as the major mechanism that renders the individual capable of internalizing various types of educational messages. Students will explore the relationship between language and culture with implications for materials selection and curriculum development.

Course Standards:

Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon New Jersey Professional Standards for Teachers as follows. A complete listing of these standards can be found at: http://www.state.nj.us/njded/profdev/standards.

**Standard One: Subject Matter Knowledge.** The teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

**Standard Two: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

**Standard Three: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.

**Standard Four: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
Standard Five: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

General Objectives:

This survey course will examine a variety of anthropological concepts and findings as they relate to Language and Enculturation. Enculturation is here defined as the sum total of systematic efforts by society, institutions, and groups to socialize the individual human being into certain predictable ways of behaving and believing.

The human capacity for “culture” will be examined as the major mechanism that renders the individual capable of (and vulnerable to) accepting and internalizing various types of educational messages. Existing approaches, methodologies and techniques dealing with acculturation will be examined and new ones developed.

Specific Objectives:

The first part of the course will examine human culture as a general phenomenon. The second part will examine basic premises of the U.S. culture and their expression in the value system in general and in specific institutions, e.g. the American press, American education, the American/English language (in contrast to other cultures).
The third part will examine the relationship between language, paralanguage and culture and integration techniques for the teaching of culture.

Cognitive Goals
- Students will demonstrate in class discussions, research projects (oral and written) and in final paper, theoretical knowledge of:
  - Systems and subsystems of Language NJPST 1;
  - Culture from an anthropological point of view NJPST 1;
  - Major anthropological schools, their primary foci, their analytical tools, and their relevance to teaching NJUPST 1;
  - Cultural value premises and their expressions in the value system and social institutions NJPST 1;
  - Major causes of cultural change and the conditions for viability of new institutions NJPST 1;
  - Aims for integration of culture in the classroom and ensuing criteria for the selection of an approach and analytical tool NJPST 1;
  - Theories regarding the relationship between language and culture, language and thought, culture and learning styles NJPST 1;
  - Cultural aspects and major concepts of the kinesic and proxemic sub-systems of language NJPST 1;
  - Methods and techniques for the teaching of culture NJPST 1;
  - Concepts of culture and subculture as they relate to curriculum and materials development NJPST 1.

Behavioral Goals
- Students will apply the theoretical knowledge described above in class discussions, reports, and in final paper:
  - In developing classroom applications based on the analytical methods of various schools of anthropology examined in class NJPST 3, 4, 6, 7, 8;
  - In analyzing the language of two specific declarations of belief and extracting the contrasting value premises NJPST 1, 3, 4, 8, 10;
  - In independent research of a formal or informal institution NJPST 1, 3, 6, 7, 10;
  - In formulating the implications of the concept human being for major social institutions in the U.S.A. and another culture: e.g. in childrearing, education, language NJPST 1, 3, 4, 6, 7, 8, 9, 10;
  - In predicting and validating predictions re: viability of new and existing institutions NJPST 1, 3, 4, 10;
  - In analyzing one institution placed in the framework of the total culture NJPST 1, 3, 4, 6, 8, 10;
  - In researching the relationship between the elements and skills of language and culture NJPST 1, 2, 3, 4, 6, 8;
  - In researching facial expressions, gestures, body motion and structuring of social space NJPST 8;
  - In objective discussions and presentations of assigned research NJPST 4, 8.
Requirements:

1. **Department requirement**: Writing sample to be followed up with tutoring at the Academic Resource Center if necessary.

2. **Attendance** in class and **relevant participation** in class activities.

   *N.B. Attendance policy for School of Education:
   2 excused absences
   3 absences = ½ grade drop
   4 absences = full grade drop.

3. **Performance Tasks**
   a) Class participation and presentation of research : 10% of the final grade (includes b)
   b) Based on the linguistic analyses of excerpts of the Declaration of Independence (US) and of The Rights of Man and Citizen (FRANCE) predict the basic value premises underlying the philosophy of the education of children in the US and France.
   c) Analysis of an INSTITUTION as defined by Malinowski. Include predictions of viability : 20% of final grade
   d) Linguistic analysis of an excerpt of a CONSTITUTION of your choice. Establish the basic value premises : 20% of final grade
   e) Develop a grammar lesson that includes the cultural component. Include 5 proverbs or idiomatic expressions dealing with the same cultural value : 20% of final grade
   f) Post test and quiz : 20% of final grade
   g) Discussion Board bi-weekly posts : 10% of final grade.

The due dates for the assignments will be announced in class.

**Textbook:**

(handouts)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Credit Value</th>
<th>Performance</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>Very good</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>Session Date</td>
<td>Topic</td>
<td>Assigned Readings</td>
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<tr>
<td>1</td>
<td>Introductions/Syllabus</td>
<td>Chapter 1 in Ember &amp; Ember</td>
</tr>
<tr>
<td>3</td>
<td>1. Discussion of assigned readings 2. Selection of a heuristic definition of Culture 3. Basic needs and cultural imperatives 4. Counter cultures 5. Poem: She was taught</td>
<td>1. Chapters 2, 3 in Ember &amp; Ember</td>
</tr>
<tr>
<td>4</td>
<td>1. Comments on reading assignments 2. Results of comparisons 3. How can we analyze a culture and be predictive as well as descriptive? 4. The Linguistic analysis approach</td>
<td>Vocabulary analysis of excerpts of Declaration of Independence.</td>
</tr>
<tr>
<td>5</td>
<td>1. Linguistic analysis of the excerpts in contrast 2. Basic value premises of both cultures</td>
<td>Chapter 4 in Ember &amp; Ember</td>
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* This session will be made up in the course of the semester.
| 6 | 1. Role of sub and counter cultures | Chapter 14 in Ember & Ember | Group research: Predictions of basic approaches to education & legal system |
|   | 2. Enculturation & acculturation |   |   |
|   | 3. Civil religion in the U.S. |   |   |
|   | 4. The “Institution” construct |   |   |
|   | 5. The Institution Language |   |   |

| 7 | 1. The relationship between language and culture | Chapter 11 in Ember & Ember |   |
|   | 2. Cultural aspects of systems and subsystems of language | Individual paper of analysis of an institution. Due on Oct. 27 |   |

| 8 | 1. Genius of American English in contrast to Genius of French. | Collect examples of cultural traits (B.V.P.’s) in |   |
|   | 2. Naïve approach to language | a. vocabulary |   |
|   |   | b. proverbs – sayings |   |
|   |   | c. idioms |   |
|   |   | d. ads |   |
|   |   | For presentation in class on Saturday Nov. 03 |   |

| 9 | 1. Teleology of language | Collect examples of the influence of General Semantics on the American English language | Institution analysis paper due Hard copy |
|   | 2. General semantics in the U.S. |   |   |
|   | 3. Anomalists and Analogists |   |   |

<p>| 10 | Oral presentations of research of cultural traits in language | Select a document for analysis of a culture: Partnership endeavor (check your choice with instructor) DUE: Dec. 1 |   |</p>
<table>
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<tr>
<th></th>
<th>1. Oral presentation of examples of General Semantics influence on American English</th>
<th>Collect examples of kinesics for class demonstration across cultures.</th>
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<td>2. Proxemics and kinesics as suprasegmentals of language</td>
<td>Due on Dec. 08</td>
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<tr>
<th></th>
<th>Incorporating the cultural component in a grammar lesson.</th>
<th>Develop a grammar lesson which includes a cultural component.</th>
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<td>Demo by instructor of a grammar lesson for the relative WHOSE</td>
<td>Include 3 proverbs or sayings that reflect the same B.V.P. Due on Dec. 08</td>
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<tr>
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<th>1. Presentation of research (group presentations)</th>
<th>Group presentation Constitution Paper hard copy DUE</th>
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<td></td>
<td>2. Phatic language across cultures</td>
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<tr>
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<th>Presentation: Kinesics Post test on “What is an American?” Quiz on basic concepts</th>
<th>Lesson plan Kinesics Presentation</th>
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<th>Using authentic documents including literature and music to teach culture</th>
<th>Test</th>
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<td>Correction of grammar lessons – Final class</td>
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**Disclaimer**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

**Bibliography**


Ellis, Rod, *Planning and Task Performance in a Second Language*, University of Auckland, (Language and Language Teaching, 11), 2005, viii, Hb-1-58811 613 1.

Fantini, Alvino E., *New Ways in Teaching Culture*, Teachers of English to Speakers of Other Languages, Inc. 1997


Kendon, Adam, and Müller, Cornelia, *Gesture*, University of Pennsylvania / Free University Berlin, ISSN 1568-1475 E-ISSN 1569-9773, Vol. 6 2006.


Wierzbicka, Anna, English Meaning and Culture, Oxford University Press, 2006

Standards for World Language Education: http://globalteachinglearning.com/standards/standards.shtml


**University, Department, and Instructor Policies**

I. **Attendance**

A. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p. 13)

B. The School of Education’s Policy Committee met and established the following policy for attendance

   1. Attendance is required in all our classes
   2. 3 absences, grade drops by a half a grade
   3. 4 absences, grade drops by one full grade
   4. 5 absences, the student fails or withdraws from the class

II. **Academic Integrity**

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5)

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the
responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Students using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed

B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed

C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws

D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material

E. I – Incomplete – this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student’s CGPA. (FDU, 2002, p. 14)

F. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-“ in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies
1. Grades:
   a) Weighted grades: A, A-, B+, B, B-, C+, C, and F (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.23 for the MA in Learning Disabilities) for graduation.

   b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

   c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

B. Undergraduate Programs – Grading and similar policies

1. Grades

a) Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all the students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:

a) In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program in their CGPR falls below 2.75.
b) QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework, they will be removed from the program.

c) An undergraduate program of study must be completed within a period of ten years.

V. Student academic services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.
B. If special accommodations are required, contact the dean of students as early in the semester as possible so that appropriate arrangements can be made. (FDU, 2002, p. 5)

VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)
B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

   It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.
VIII. Picking up graded papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. References