**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **American and British Culture** | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | In-class | | | | | | | | **Credits**  **(hours)** | | | 3 (45 hours) | | | | | | | |
| **Department** | | | English Language and Literature | | | | | | | | **Professor** | | | Kyongseon Jeon | | | | | | | |
| **Classification**  **(year in school)** | | | Undergraduate | | | | | | | | **Course Code** | | | ELL1025 | | | | | | | |
| **Classroom** | | | Liberal Arts 1-103 | | | | | | | | **E-mail** | | | Jeon\_kyongseon@columbusstate.edu | | | | | | | |
| **Prerequisite(s)** | | | N/A | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | Understanding culture through language-related issues in American/British society | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | This course explores the various aspects of American language and culture. The course will focus on contemporary issues of America and how language plays a role in shaping the culture of America. | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | |
| X | X | | | |  | | | |  |  | | |  | | | |  | |
| **Grading** | | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | | **Total** |
| **25** | **25** | | **30** | | |  | | | **10** | | | **10** | |  | | | | **100** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | | Publisher | | | | | | | Year of publication | | |
| Main textbook | Language: Introductory readings (7th ed) | | | | Clark, V., Eschholz, P. & Rosa, A. (eds.) | | | | | | | Bedford/St. Martins | | | | | | | 2008 | | |
| Others | Reading Packet | | | |  | | | | | | |  | | | | | | |  | | |
| Reference |  | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | |
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| **Day**  **(3hurs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | Why Language | 3 | Lecture/Discussion/group activities | Reading:  <http://www.youtube.com/watch?v=3-son3EJTrU>  Harvey A. Daniels, "Nine ideas about language?"  George A. Miller, "Nonverbal communication" |
| 2 | American culture/culture shock | 3 | Lecture/discussion/video viewing/group activities | Reading:  http://www.yale.edu/oiss/life/cultural/americans/indeux.html  http://kclibrary.lonestar.edu/decades.html |
| 3 | Issues in Education | 3 | Lecture/student presentations/discussion | Reading:  Maya Angelou, "Graduation"  Bich Minh Nguyen, "The Good immigrant student"  Lynda Barry, "The Sanctuary of School" |
| 4 | Language and culture/ politics of language | 3 | Lecture/discussion/student presentations | Reading:  Richard Rodriguez, "Aria"  Amy Tan, "Mother Tongue"  Frederick Douglas, "Learning to read and write"  Assignments: Written Assignment 1 |
| 5 | Language and culture/ politics of language | 3 | Lecture/student presentations | Reading:  Stephen Caldas and Suzanne Caron-Caldas, "Rearing bilingual children in a monolingual culture"  George Lakoff and Mark Johnson, "Metaphors we live by"  Laura Bohannan, "Shakespeare in the Bush" |
| 6 | Gender, language and identity | 3 | Lecture/group activities/discussion | Reading:  Fern L. Johnson, "Discourse Patterns of Males and Females"  Judy Brady, "Why I want a wife"/ Glenn Sacks, "Stay-at-home dads"  Deborah Tannen, "I'll explain it to you: lecturing and listening" |
| 7 | Media and Society | 3 | Lecture/group activities/student presentations | Reading:  Brent Staples, "What adolescents miss when we let them grow up in cyberspace"  Dave Taylor, "Does social networking really connect you to humanity?" |
| 8 | Social interaction and dialects/language variation in America | 3 | Lecture/group activities/student presentations | Reading:  Paul Roberts: Speech communities  Walt Wolfram and Natalie Schilling-Estes, "Standards and vernaculars"  Oakland School Board, "Oakland school board resolution on Ebonics (Amended version)  Assignments: Written Assignment 2 |
| 9 | Learning language and culture | 3 | Lecture/student presentations/discussion | Reading:  Genie the wild child documentary |
| 10 | Language learning and culture | 3 | Lecture/group discussions/student presentations | Reading:  Georga A. Miller and Patricia M. Gildea, "How children learn words" |
| 11 | Language learning and culture | 3 | Lecture/discussion | Reading:  Victoria Fromkin, Stephen Krashen, Susan Curtiss, David Rigler, and Marilyn Rigler, "The development of language in Genie: A case of language acquisition beyond the critical period' |
| 12 | Global English | 3 | Lecture/student presentation/group discussion | Reading:  David Crystal, "Why a global language?"  Richard W. Bailey, "Attitudes toward English: The future of English in South Asia"  Assignments: Written Assignment 3 |
| 13 | Religion in America | 3 | Lecture/discussion | Reading:  Langston Hughes, "Salvation"  Tenzin Gyatso, Dalai Lama XIV, "Our faith in science" |
| 14 | Religion in America/ Saving the planet (environmental issues in America) | 3 | Lecture/group activities/discussion | Reading:  John F. Kennedy, "I believe in an America where the separation of church and state is absolute"  Rachel Carson, "The obligation to endure"  John Muir, "American forest" |
| 15 | Review and Reflection | 3 | In-class writing/discussion | Assignments: Written Assignment 4 |

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| **References** |
| Please describe the daily course contents, teaching methods, assignments, and student evaluation methods.  There are four writing assignments which are based on the reading of the essays students are required to read. They are graded based on the content accuracy, creativity, and writing conventions. They will be collected using the E-Class portal each week.  There will be in-class discussions and debate which are focused on controversial issues related to language. Students’ participation in them are important and will be part of the final grade. |