

FL 2209/01
World Languages and Cultures

EB 170
11 AM -1:45 PM

Instructor: Sabine H. Smith, Ph.D.
Office: PS 253
Email: Office Hours: tba, and by appt.
Phone: 770. 423. 6366 (Department), 770. 423. 6501 (Dr. Smith)
Email: ssmith2@kennesaw.edu
FAX: (770) 499-3386

Course Description:

An examination of world languages and cultures and their manifestations in our society. In this interactive course, students acquire fundamental knowledge and analytical skills to understand global and local issues. By exploring diverse linguistic and cultural environments in the community, students see theoretical concepts reflected in authentic, present-day contexts in Georgia, Atlanta, and at KSU. Students learn to assess and market their personal, academic, and professional interests in pursuit of future opportunities in fields that require linguistic and cultural competence.

Required Textbooks:

1. Comrie, Bernard, Stephen Matthews, and Maria Polinsky. The Atlas of Languages: The Origin and Development of Languages Throughout the World, rev. ed. (London, UK: Quarto Publishing, 2003).
2. Dresser, Norine. Multicultural Manners: Essential Rules of Etiquettes for the 21st Century. (New York: John Wiley, 2005).
3. Excerpts from various authors will be made available online.

Course Goals:

This course seeks to familiarize students with the multitude and diversity of world languages and cultures and their concrete manifestations in our society.

FL 2209 is designed

- to heighten students' awareness that all languages and cultures contribute to our global society
- to enable students to understand the relationship between language and culture
- to enhance students' competitiveness in the international marketplace
- to promote life-long learning.

It will provide students with opportunities

- to develop their understanding of human interaction across world cultures and time
- to apply their knowledge of functions and structures of one language and culture to the study of other languages and cultures
- to experience high-quality academic preparation in pursuit of further study or professional careers that require linguistic and cultural competence
- to identify and respond to community and professional needs in the area of language and culture
- to link scholarly and creative coursework with public service and applied research
- to advance their education through instructional technologies both inside and outside the classroom
- to develop interpersonal skills necessary to function effectively in a diverse academic and professional culture
- to enhance their awareness of global perspectives.

Course Summary:

FL 2209 takes a three-pronged approach to introducing students to world languages and cultures.

The languages and cultures of the world: introduces students to the world's diversity of languages in past or present use; reading assignments explore the history and distribution of world languages and cultures, systems of classification, as well as explanations of language change over space and time. Students reflect upon the readings via interactive WebCT postings.

Languages and cultures in the world: examines the challenges posed by the world's linguistic and cultural diversity. Readings discuss the roles of foreign language education and policy making in pursuit of overcoming linguistic and cultural barriers; students enhance their awareness of the diversity and multiplicity of languages and cultures extant in the U.S., Georgia, Atlanta, and at KSU.

Personal prospects within the world: provides students with a survey of career opportunities both at home and abroad in fields that require linguistic skills and cultural competence. Readings and assignments include a self-assessment tool, an introduction to conducting a systematic job or career search, and an overview of typical career paths, employment sectors, and available resources.

Student Learning Outcomes:

1. Through reading assignments, students develop an understanding of world languages and cultures.
2. In in-class discussions and reflective writing, students learn to summarize and distill information and to critically reflect upon, supplement, or expand upon the readings.
3. In completing specific assignments, students begin to identify key differences between the target languages and other languages. Students learn to identify key differences among varieties of the target language. They begin to understand the connections among the perspectives of a culture and its practices and products.

Student Learning Outcomes:

This course will contribute to the attainment of the following general (GSLO) and specific (SSLO) student learning outcomes of the B.A. in Modern Language & Culture (ML&C):

GSLO ML&C 1: Language, Linguistics, & Comparisons

Learners are skilled in using the target language, are familiar with the target language system, and seek opportunities to further develop their skills and knowledge. (*Knowledge, Skills, Attitudes*)

SSLO ML&C 1.c.: Identifying Language Comparisons.

Learners know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. (*Knowledge, Skills, Attitudes*)

To address this outcome, learners will

- complete relevant reading assignments in the textbook (Atlas) and discuss them in class
- interview representatives from the target language and culture

Assessment:

- Students will complete a midterm and a final exam
- Students will present their findings from the interview in an oral presentation

GSLO ML&C 2: CULTURES & LITERATURES

Learners know the literature and culture of the target language countries. They use this knowledge to interpret and reflect upon the perspectives of the target culture in relation to its practices and products. (*Knowledge, Skills, Attitudes*)

SSLO ML&C 2.a.: Demonstrating Cultural Understandings.

Learners demonstrate that they understand the connections among the perspectives of a culture and its practices and products. (*Knowledge, Skills*)

To address this outcome, learners will

- complete relevant reading assignments in the textbooks (Manners; Circuit) and discuss them in class
- interview representatives from the target language and culture

Assessment:

- Students will complete a midterm and a final exam
- Students will present their findings from the interview in an oral presentation

General policies:

- Academic integrity: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.
- Disability policy: Kennesaw State University provides program accessibility and reasonable accommodations for persons identified as disabled under Section 503 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and arrange an individual assistance plan. In some cases, certification of disability is required

3. Preparation, participation, and attendance: Active in-class participation is essential to an interactive course. Effective class participation requires regular attendance, active involvement in in-class activities, and proper preparation prior to class. Since in-class time will be used primarily for discussion of the material, it is the student's responsibility to prepare him/herself. Proper preparation will result in excellent outcomes. Students who have to be absent on any given date are expected to obtain notes and homework assignments from a classmate and to study the material covered in class. Students may miss three class meetings without penalty. For additional absences, 3% of the final grade will be deducted.

Grade distribution and Final grade:

1000-900	= A
899-800	= B
799-700	= C
699-600	= D
599- 0	= F

Reflective writings on readings, i.e. (in-class handouts, worksheets, and WebCT postings) - max. 400 pts.	40 %
Final Exam – max. 200 pts. ; 2 Quizzes max. 150 pts.	35 %
<u>Oral presentation with Poster/PP presentation and written summary - max. 250 pts.</u>	<u>25 %</u>
Total:	100 %*

* You can boost your final grade score with an extra-credit assignment: write a 750-1000 word report on a cultural event that you attended, a film that you viewed, or a text that you read. Summarize the experience, and relate it to the ideas discussed in class.

Course Schedule

Week 1:

05/29 Introduction and Orientation: **Language and Identity Development and Spread of Languages;**
Atlas, 6-35;
 Self-Assessment The Ten Lenses (excerpt)
 Film excerpts: “My Big, Fat, Greek Wedding” (US 2002); “Lost in Translation” (US 2003)

Week 2:

06/02 **Europe and Eurasia**

Atlas, 36-55
 Dresser: Intro + New Rules of Communication: Body Language (vii-29)
 Dresser: The Balkans, Independent members of the Former USSR, (233-248)
 Self-Assessment: Cross-cultural communication
 Film excerpts: “Barcelona” (US 1994), “La Promesse” (Belgium 1996)

06/03 **South and Southeast Asia**

Atlas, 56-71
 Dresser: Asians, South Asians, Southeast Asians (216-232)
 Dresser: Classroom Behavior, Clothing and Jewelry (37-62)
 Film excerpt: “The Cup” (Bhutan 1999)

06/04 **Africa and the Middle East**

Atlas, 72-89
 Dresser: Africans, Middle Easterners (204-215; 249-258)
 Dresser: Colors, Foodways (63-90)
 Film excerpt “Boy of the Terraces” (Tunisia/France 1990), “Hyenas” (Senegal 1992), “Kwaanza” (US 1998)

06/05 Catching up and keeping going... Quiz 1

Texts: tba
 HW PORTFOLIO #1 DUE: Worksheets and class/reading notes of Weeks #1-2

Week 3:**06/09 Pacific & Australia**

Atlas, 90-107, Atlas, 108-123

Dresser: Gifts, Health Practices, Holidays (91-122)

Film excerpts “Rabbit-Proof Fence” (Australia 2003); “Priscilla: Queen of the Desert” (Australia, 1994)

06/10 The Americas

Atlas, 123-141

Dresser: Luck and Supernatural Forces, Male/Female Relations and Gender Issues, Misc., Prejudice, (123-176)

Film excerpt: “Dances w/ Wolves” (1990); “Windtalkers” (2002)

HW PORTFOLIO #2 DUE: Worksheets and class/reading notes

Quiz 1 (50 pts.)

06/11 Pidgins and Creoles; Language Change; Language Isolates

Atlas, 142-159

Dresser: Time, Verbal Expressions (177-200)

Film excerpt “The Agronomist” (Haiti, 2000)

06/12 Catching up and keeping going... Quiz 2

Texts/films: tba

Week 4:**06/16 Languages and Cultures in the US**

Texts: The Circuit (Jiménez); Me Talk Pretty One Day (Sedaris); Polite Lies (Mori)

Film excerpt “A Day without a Mexican” (US 2004)

06/17 Languages and Cultures in Georgia

Film excerpt “The New Georgians” (GA 2002)

06/18 Personal prospects in the World:

Self-assessment and the Career

(DeGalan: v-22, select a Career Path from: 114-239)

HW PORTFOLIO #3 DUE: Worksheets and class/reading notes

Quiz 2 (100 pts.)

06/19 Planning the Job Search

(De Galan: 24-112)

Week 5:**06/23 Student Presentations****06/24 Student Presentations****06/25 Wrap – up, course summary, and review for final exam**

HW PORTFOLIO #4 DUE: Worksheets and class/reading notes

06/26 Final Exam: 11:00AM-1:00 PM