

EALL 700 (SPEAC-TC/TJ)
Learning East Asian Languages in Cross-Cultural Contexts: College Level

<http://people.cohums.ohio-state.edu/noda1/SPEACtt06/esyllabusindex.htm>

Instructors: Mari NODA (coordinating), Matthew CHRISTENSEN, Sanae EDA, Shizuka MURAZUMI, Eric SHEPERD, Yongfang ZHANG

Credit: 4 credit hours.

Undergraduate or continuing education students may opt to take this course for pass (PA)/non-Pass (NP) grading.

Call Numbers: TC=02776-8; TJ=02775-1

Rooms: Mendenhall Lab (ML) 131 for combined sessions. For split sessions, TC=ML131, TJ=ML185

Hours: 9:30-10:20

Prerequisite: High level competency in the target EA language, concurrent registration in EALL 703 and EALL 704, and permission of instructor. Ability to handle English at graduate level is assumed.

Objectives: To explore principles of learning/teaching of Chinese and Japanese in American colleges and universities; To learn to articulate and apply these principles in developing a coherent Chinese/Japanese language program.

General description: This course introduces through lectures and discussion the principles of performance-based programs in Chinese/Japanese at American colleges. Special attention will be given to the challenges of inculcating and assessing performative knowledge of the target language, which is linguistically and culturally distant from American English. This course is integrated with an intensive language program.

Requirements and Grading: Course grades will be determined on the basis of the following:

- Level and quality of participation in daily discussion sections (approximately 40%)
- Examinations (approximately 15%)
- Observation Paper (approximately 15%)
- Homework and Quizzes (approximately 30%)

Materials: Required

ACTFL Proficiency Guidelines—Speaking (Revised 1999), available at <http://www.actfl.org/i4a/pages/index.cfm?pageid=3394>

Executive Summary for *Standards for Foreign Language Learning in the 21st Century* (1999), available at <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>

Learning scenarios for Japanese in Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999), pp. 352-360. (1998 Draft Available at <http://www.colorado.edu/ealld/atj/Standards/stand7.html>)

Walker, Galal and Scott McGinnis. 1995. *Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers*. Columbus, OH: OSU Foreign Language Publications. ISBN: 0-87415-306-9. Available at: <http://chineseflagship.osu.edu/ph/galalwalker/PAPER95.htm>

Walker, Galal. 2000. Performed Culture: Learning to Participate in Another Culture. In Richard D. Lambert and Elana Shohamy (Eds.), *Language and Pedagogy: Essays in honor of A. Ronald Walton* (pp. 221–236). Amsterdam/Philadelphia: John Benjamins Publishing Company. (In Course Packet). A pre-publication (1998) draft available at : <http://chineseflagship.osu.edu/ph/galalwalker/PAPER98.htm>

**The following volumes are available at SBX. (1806 North High St, <http://www.sbx-osu.com/catalog/default.php>) SBX store hours for the summer are 8:45-5:30 Mon-Fri; 11:00-5:00 Sat.

Christensen, Matthew B. and Mari Noda. 2002. *A Performance-based pedagogy for communicating in cultures*. Columbus, OH: OSU Foreign Language Publications. ISBN: 0-87415-346-8

Nara, Hiroshi and Mari Noda. 2003. *Acts of reading: exploring connections in pedagogy of Japanese*. Honolulu: University of Hawai'i Press. ISBN: 0-8248-2261-7

**The following items are in the course packet, available at Grade A Notes. (22 E. 17th Avenue, <http://www.gradeanotes.com/>) Grade A Notes store hours for the summer are 9-5 M-F.

Learning scenarios for Chinese in Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999), pp. 144-152.

Swender, Elvira and Greg Duncan. (1998) ACTFL Performance Guidelines for K-12 Learners, *Foreign Language Annals*, 31 (4): 480–491

Walker, Galal. 1989. The Less Commonly Taught Languages in the Context of American Pedagogy. In Helen S. Lepke (Ed.), *Shaping the Future Challenges and Opportunities* (pp. 111–136). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

Walker, Galal and Mari Noda. 2000. Remembering the Future: Compiling Knowledge of Another Culture. In Diane W. Birckbichler and Robert M. Terry (Eds.), *Reflecting on the Past to Shape the Future* (pp. 187–212). Lincolnwood: IL: National Textbook Company. (In Course Packet)

Recommended

Bachnik, Jane. 2006. *At Home in Japan*. <http://athome.chineseflagship.org/>

Chinese National Standards Task Force. 1999. "Standards for Chinese Language Learning," in *Standards for Foreign Language Learning in the 21st Century* pp. 111-152.

Cohen, Andrew D., Michael Paige, Rachel L. Shiverly, Holly A. Emert, and Josep G. Hoff. 2005. *Maximizing Study Abroad Through Language and Culture Strategies: Research on Students, Study Abroad Program Professionals, and Language Instructors*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Erbaugh, Mary S. (Ed.). 2002. *Difficult Characters*. Columbus, OH: OSU Foreign Language Publications. ISBN: 0-87415-344-1

Japanese National Standards Task Force. 1999. "Standards for Japanese Language Learning," in *Standards for Foreign Language Learning in the 21st Century* pp. 325-360. (1998 Draft available at <http://www.colorado.edu/ealld/atj/Standards/stand1.html>.)

Kubler, Cornelius C. et al.. 1997. *NFLC Guide for Basic Chinese Language Programs*. Columbus, OH: OSU Foreign Language Publications. Columbus, OH: OSU Foreign Language Publications; Washington DC: The National Foreign Language Center. . ISBN: 0-87415-315-8

Nara, Hiroshi, ed. 2001. *Advances in Japanese Language Pedagogy. (Pathways to Advanced Skills, Vol. VII)*. Columbus, OH: National East Asian Language Resource Center at the Ohio State University. (Available on reserve at Main Library)

Accommodation

Any student who feels she or he may need an accommodation based on the impact of a disability should contact the coordinating instructor privately to discuss your specific needs. Please contact the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/resource_csc.asp>, Section 3335-23-04.