

Minnesota State University Moorhead

TESL 625: Social, Cultural, and Political Contexts of Language and Literacy

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

In-depth study of sociolinguistics, cultural identity, language programs, policies, and laws in the United States.

B. COURSE EFFECTIVE DATES: 08/27/2007 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Defining culture, language, and literacy
2. Literacy developmental levels in societies
3. Sapir-Whorf Hypothesis
4. Literacy among cultural groups in the U.S.: indigenous and transplanted
5. Contrastive rhetoric
6. Patterns of cultural adjustment to a new society
7. History of language policy and law in the U.S.
8. Program models, policy compliance and violation

D. LEARNING OUTCOMES (General)

1. Understand the diversity of cultures and languages.
2. Develop an understanding of the influence of culture on literacy, including the roles of literacy in particular cultures.
3. Develop an understanding fo the interrelationship of culture and language.
4. Learn how life experiences of refugees and immigrants may affect literacy and language development.
5. Develop an understanding of the historical, legal, and cultural aspects of US language policies and language learning programs.
6. Become familiar with a variety of program models, including their strenghts and weaknesses.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted