

The College at Brockport, State University of New York
OAP 404/504: Literacy, Literature, Culture, and Art of France and England Program
Summer Semester 2019: England in France
Tentative Program Dates 6/26/19-7/8/19

Instructors: Dr. Kathleen Yurko and Dr. Kathleen Olmstead

Email: kyurko@brockport.edu Faculty Office 206 Brown	Email: kolmstea@brockport.edu Faculty Office 294 Brown
---	---

Course Title: *Literacy, Literature, Culture, and Art of France and England Program*

Course Description

OAP 404/504: The Literacy, Literature, Culture, and Art of France and England Program will provide each student with an opportunity to investigate and explore France (Paris and Lille) and England (London and Stratford-upon-Avon) through meaningful cultural activities, readings, and travel. The class will involve a ten day trip with excursions to universities, famed landmarks, museums, literary sites, and historic sites. Students will be required to immerse themselves in diverse literature (novels, poetry, film), art (a variety of mediums), and the culture of each locale. Additionally, students will be offered a variety of reading and research tracks based on their interests. This course will have multiple tracks depending on your interests and whether you are taking this course to satisfy an education program course requirement (EDI Literacy Elective, EDI 601, and/or EDI 4/530).

Study Abroad and Course Objectives and Outcomes

Objectives

- To provide students with the opportunity to gain first-hand knowledge and experience of the language, culture and customs of France and England.
- To facilitate personal development through gaining intercultural sensitivity, feeling more connected to the wider worlds of education, art, and literature;
- To develop independence, confidence, and self-knowledge through international travel.
- To experience short-term living in different cultures, exposure to different learning environments, increased knowledge of another part of the world, and interaction with local residents.
- To develop collegiate-level reading and writing skills.
- To develop collegiate-level reading and writing skills.

Education Specific Course Objectives

- To investigate school practices in England and France, exploring preschool through post-secondary levels.
- To develop understandings of language learning and literacy acquisition through immersion in countries with differing dialects and languages.
- To investigate the roles of multimodal literacies abroad.
- To examine the diversity within public schools in the United States and abroad
- To explore how your understandings of literacy learning are shaped by your experiences with

other cultures

Outcomes

- utilize, describe and analyze varied concepts and processes through text analysis (*readings, journals, discussions*)
- demonstrate the ability to analyze (and graduate students will research) historical texts and criticism (*journals, discussions, grad presentations*)
- explore connections between cultures through explorations of narrative and nonfiction texts and present their learning through a variety of written and technological methods
- explore new ideas and learning through reading, writing, listening, and speaking activities
- understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition
- demonstrate the ability to use technology to enhance teaching and learning

Track 1: OAP 404/504 or/Literacy Elective

Course Readings:

- **Student Choice Text:** All students will research and locate a text related to their field of study to be approved by their course instructors
- **Three-Five Scholarly Articles:** See Blackboard for choices
- **Three-Five Writings or Dramatic Arts:** May include novels, plays, non-fiction writings, memoirs, expatriate writings, children's novels, picture books. See Blackboard for choices

Track 2: EDI 601- *Diversity in Education* Specific Course Objectives

Students will have the opportunity to:

- Understand how student and teacher backgrounds affect learning and teaching
- Examine how racial, ethnic, language, cultural, social-class, gender, sexual orientation, ability and religious identity is constructed and the implication for teaching and learning
- Examine the diversity within public schools in the United States and abroad
- Demonstrate knowledge of research relevant for culturally responsive teaching
- Develop a personal philosophy of diversity education that addresses the role of the teacher, students, families, community, instruction and assessment, and environment.

Course Readings:

- **Required reading:** Nieto, S. (2013). Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms. NH: Heinemann.
- **Book Study:** Students will select an additional text regarding education and diversity and conduct a book study. See Blackboard for details
- **Five-Seven Scholarly Articles:** See Blackboard for choices
- **Two Writings or Dramatic Arts:** May include novels, plays, non-fiction writings, memoirs, expatriate writings, children's novels, picture books. See Blackboard for choices

Track 3: EDI 4/530- Foundations of Education Specific Course Objectives
***Meets Undergraduate Gen Ed Requirements**

Students will have the opportunity to:

- Understand and to be conversant about the historical, sociological, philosophical, cultural, economic and legal factors that contribute to education
- Become knowledgeable about education and schooling today and the role of educators in those processes
- Examine current and past issues regarding education and to construct an informed perspective on these topics and their application to professional and ethical practices
- Understand the historical foundations, classic studies, major contributors, legislation, and current issues related to inclusive and integrated education
- Become familiar with the legal, judicial and educational systems to meet the needs of our diverse population

Course Readings:

- **Required reading:** Oaks, J., Lipton, M. Anderson, L.& Stillman, J. (2018). Teaching to change the world (5th edition). New York: Routledge.
- **Five-Seven Scholarly Articles:** See Blackboard for choices
- **Two Writings or Dramatic Arts:** May include novels, plays, non-fiction writings, memoires, expatriate writings, children’s novels, picture books. See Blackboard for choices.
- **Graduate Students ONLY--Book Study:** Students will select an additional text regarding education and diversity and conduct a book study. See Blackboard for details.

Course Assignments: Additional details and rubric on Blackboard

Overview of Course Assessments	Weight
Participation and Expeditionary Learning	20 (%)
<p>You are expected to be present at all events and be an active member of the study abroad experience. Participation will be measured looking at some of the following behaviors and activities:</p> <ul style="list-style-type: none"> ● Attendance at pre-trip meeting/s ● Attendance at digital and face to face lectures ● Active participation and collaboration in face to face and Blackboard activities ● Respectful and professional communication <p>Please note, it is also expected that you will be on time OR EARLY for all tour meetings.</p>	
Travel Journal	20(%)
<ul style="list-style-type: none"> ● Journals should be academic in nature. You should do your best to capture your learning, what you observed and noticed about language, literacy, arts, culture, and new experiences (foods, sites, customs) ● No specific length – may be digital or hard copy ● Entries should be multimodal and include art, cartoons, photos and artifacts. 	

<ul style="list-style-type: none"> You will be asked to show the journal and share your thoughts at random times throughout the trip (in the bus, at the airport, during breakfast or dinner, etc.) 	
Readings and Video Viewings	20 (%)
<ul style="list-style-type: none"> See expectations in Required Reading Preliminary list of selected readings and formal rationale due to professors via Blackboard 5/26 Bring on tour notes on each of the choices to use during discussions You need to document your readings and viewings How do I turn in my notes and choices? On 6/17 submit online a synopsis (length per text: one-half to one page) of each text read or viewed. Template for write-ups will be provided via Blackboard 	
Multimodal Inquiry Project	40% (*Grad: 30%)
<p><i>Part One Proposal:</i> You will submit an initial proposal of your project to the professors for approval. The impetus for your project should be rooted in course readings and experiences.</p> <ul style="list-style-type: none"> The project should be multimodal; the project could include a multitude of formats including: image, art, creative writing, poetry, narrative writing, formal academic writing The project should be rooted in an area of interest The project could include a variety of genres: fiction, non-fiction, poetry, travel writing, children's literature, young adult literature, etc. <p><i>Part Two Final Project:</i> To be submitted after the trip (TBD)</p>	
Book Study Assignment Graduate Students Only – The College at Brockport requires extra master's level work for grad students in swing classes.	*Grad 10%
<ul style="list-style-type: none"> You will be asked to read an additional text on a topic related to your track of study. You will then be asked to formally respond to the text in a scholarly manner through a detailed book profile, review, and critique You will create a handout with relevant information about the text for your fellow graduate students 	

Course Grading Policies

The correspondence between numeric scores and letter grades will be as follows.

A	= 95-100%	C+	=77-79.99
A-	=90-94.99%	C	=74-76.99%
B+	=87-89.99%	C-	=70-73.99%
B	=84-86.99%	D+	=67-69.99
B-	=80-83.99%	D	=64-66.99
		D-	=60-63.99

***Graduate students need to maintain a grade of B- or above.**

***Undergraduates need to maintain a grade of C+ or above.**

Course Reading Sampling

*Please note that this is an evolving list and the list posted here is a sample of different options for students across various tracks. Official course readings will be posted in Bb and will be track-dependent.

Required: All students will research and locate a text related to their field of study to be approved by their course instructors (One student choice text)	
Required Articles: See Blackboard for choices TBD	
Noted French Literature and Writings/Noted Literature and Writings About Characters in France	<p>1700-1800</p> <ul style="list-style-type: none"> ● (1740) Madame de Villeneuve's The Story of the Beauty and the Beast: The Original Classic French Fairytale ● Candid by Voltaire ● Dangerous Liaisons by Pierre Choderlos de Laclos ● Collection of poems by Victor Hugo <p>1800-1900</p> <ul style="list-style-type: none"> ● Les Miserable by Victor Hugo ● Madame Bovary by Gustave Flaubert ● The Count of Monte Cristo ● The Hunchback of Notre-Dame ● The Three Musketeers <p>1900-2000</p> <ul style="list-style-type: none"> ● The Stranger by Albert Camus ● A Year in Provence by Peter Mayle ● Le Divorce by Diane Johnson ● The Sun Also Rises by Ernest Hemingway
Expatriate Writings	<ul style="list-style-type: none"> ● Bringing up Le Bebe ● Me Talk Pretty One Day ● A Moveable Feast by Ernest Hemingway ● My Life in France by Julia Child
Children's/YAL (taking place in France, or French)	<ul style="list-style-type: none"> ● The Little Prince ● Tin Tin (select a text) ● The Adventures of Astrix (comics) <p>Picture Books</p> <ul style="list-style-type: none"> ● Babar the Elephant ● Madeline ● Linnea in Monet's Garden
Film	Options TBD
English Readings/Viewings	
Noted English Literature and Writings	<p>1550-1700</p> <ul style="list-style-type: none"> ● William Shakespeare (e-mail professor for rationale of selected play) ● Doctor Faustus by Christopher Marlowe ● The Duchess of Malfi by John Webster ● Valpone by Ben Jonson ● Paradise Lost by John Milton <p>1700-1800</p> <ul style="list-style-type: none"> ● Denis Diderot: Letter on the Blind ● Collections of writings about and/or by Didero (see professor) ● Collection of poetry by Williams Wordsworth

	<ul style="list-style-type: none"> ● Clarissa by Samuel Richardson <p>1800-1900</p> <ul style="list-style-type: none"> ● (1859) A Tale of Two Cities by Charles Dickens ● Tess of the d'Ubervilles by Thomas Hardy ● Pride and Prejudice by Jane Austen ● Heart of Darkness by Joseph Conrad ● Jane Eyre by Charlotte Bronte ● Middlemarch by George Eliot ● Howard's End by E.M. Forster ● Collection of Poetry by Wilfred Owen ● Brideshead Revisited by Evelyn Waugh <p>1900-2000</p> <ul style="list-style-type: none"> ● Pygmalion by George Bernard Shaw ● The History Boys by Alan Bennett ● Behind the Scenes at the Museum by Kate Atkinson ● Bridget Jone's Diary by Emma Fielding ● About a Boy by Nick Hornby ● Victoria by Daisy Goodwin ● Atonement by Ian McEwan
Children's/YAL (taking place in England, or English)	<ul style="list-style-type: none"> ● The Secret Garden by Frances Hodgson Burnett ● The Little Princess by Frances Hodgson Burnett ● Harry Potter by JK Rowling ● The Wind in the Willows ● We're Going on a Bear Hunt ● The Gruffalo ● Winnie the Pooh ● James and the Giant Peach or BFG
Film	Options TBD
TOTAL	___ Texts