

Syllabus Outline for **PASJ**

Unit	Specific topics	Materials	Potential Language Topics	Off-site visit, Guest Speaker options	Core PASJ concept
Orientation and Introduction (Week One)	<ul style="list-style-type: none"> • Group orientation • Course overview • <i>Ad-hoc</i> needs assessment • Learner training activities • Empathy 	<ul style="list-style-type: none"> • Syllabus • Needs assessment survey • Perceptual learning preferences survey • Group work role cards • Cooperative development (Edge, 2014) workshop handouts • Empathy (RSA animate weblink) • Goal setting instrument 	<ul style="list-style-type: none"> • Strategies for non-judgemental discourse (Edge, 2014; i.e., backchanneling, question formation, paraphrasing) • Language of feedback: offering praise; asking questions or seeking clarity; making suggestions 	<ul style="list-style-type: none"> • MIIS faculty member or student specializing in Intercultural Competence (ICC) 	<ul style="list-style-type: none"> • Self-empowerment and autonomy

Income Inequity (Weeks two to three)	<ul style="list-style-type: none"> • Wealth Distribution in America • Impacts of inequality on health and education • Historical event: (In-)equalities of Colonial America • Current event (TBD) 	<ul style="list-style-type: none"> • Economics text with multiple informational channels • Websites of income inequality movements • Historical texts • Business and financial podcasts, videos • Music: Woody Guthrie; the Roots; 	<ul style="list-style-type: none"> • Technical vocabulary or related social justice concepts (levels and types of oppression; Chung & Nation, 2003) • Technical vocabulary of economics • Linguistic norms and stereotypes of different socioeconomic groups 	<ul style="list-style-type: none"> • Homeless Education Family Resource Center* • Community Hospital of the Monterey Peninsula (CHOMP) staff visit or facility visit <p>*Potential service-LEARNING partner (Furco, 2003)</p>	<ul style="list-style-type: none"> • Oppression (levels and types) • systemic privilege and power • Equitable distribution of resources • Stereotypes of “the poor” and “the rich”
Racial Inequity (Weeks three to four)	<ul style="list-style-type: none"> • Ethnicity and culture • Income distribution and race • Education and race • Historical event: (TBD, perhaps Civil Rights Movement, or 	<ul style="list-style-type: none"> • Current event podcasts, videos, and articles • Music: <i>Cry, Freedom Cry</i> • Film: <i>Guess Who’s Coming to Dinner</i> 	<ul style="list-style-type: none"> • Technical vocabulary of related social justice concepts (equity vs. equality) • AAVE lexicon and syntax 	<ul style="list-style-type: none"> • ICC representative • Community Alliance for Safety and Peace (CASP) 	<ul style="list-style-type: none"> • Equitable distribution of resources • Systemic privilege and power • Racial stereotypes • Allies • Self-empowering action

	<p>Ebonics in the classroom)</p> <ul style="list-style-type: none"> • Current event (TBD) 				
<p>Migration (Weeks four to five)*</p> <p>*Click here for details</p>	<ul style="list-style-type: none"> • Naturalization: Pathways and roadblocks • Historical and present impacts of migration on English • Current event (TBD) • Historical event: Dust Bowl 	<ul style="list-style-type: none"> • Current event podcasts, videos, and articles • Naturalization preparation materials • Music • CJ prompt 	<ul style="list-style-type: none"> • Technical vocabulary of related social justice concepts (i.e., allies, socialization) • Present perfect vs. simple past • Prepositions of location and movement 	<ul style="list-style-type: none"> • California Rural and Legal Assistance* • Democratic and Republican party headquarters of Monterey <p>*Potential service-LEARNING partner</p>	<ul style="list-style-type: none"> • Allies • Socialization and identity construction
<p>Interview Project (Week 5)</p>	<ul style="list-style-type: none"> • Interviewing • Biographical storytelling • Culture as a continuum 	<ul style="list-style-type: none"> • Video and audio recording devices • Interview videos/scripts (TBD videos/scripts that challenge Ss' perception of American culture) 	<ul style="list-style-type: none"> • Leading versus non-leading questions 	<ul style="list-style-type: none"> • DLC - Digital Storytelling specialists • MIIS-ICC specialist 	<ul style="list-style-type: none"> • Curiosity and openness • Viewing the world through the perspectives of others

		<ul style="list-style-type: none"> • Biographical narrative (TBD) 			
Gender identity and sexual orientation (Weeks six to seven)	<ul style="list-style-type: none"> • Current events (TBD) • Gender as a continuum • Separation of church and state • Historical event: women's suffrage 	<ul style="list-style-type: none"> • Current event podcasts, videos, and articles • Literature: (auto-) biography (TBD) • Economics reports on income gaps 	<ul style="list-style-type: none"> • Political movement slogans and rally songs • Comparative analysis of mainstream and alternative news reporting 	<ul style="list-style-type: none"> • SocioLx specialist to present on gender-identity • LGBT community representatives 	<ul style="list-style-type: none"> • Equitable distribution of resources • Stereotypes • Self-empowering action
Environmental sustainability (Weeks 7-8)	<ul style="list-style-type: none"> • Water use and conservation • Corporate agriculture • Historical event: TBD (based on site visit/guest speaker) • Current event (TBD) 	<ul style="list-style-type: none"> • Current event podcasts, videos, and articles • Natural science textbooks • WWF: environmental impacts of farming 	<ul style="list-style-type: none"> • Comparative analysis of mainstream and alternative news reports 	<ul style="list-style-type: none"> • FIELD* • Center for the Blue Economy • Surfrider foundation <p>*Potential off-site visit</p>	<ul style="list-style-type: none"> • Self-empowering action
Theater of the Oppressed, Theater of the Empowered	<ul style="list-style-type: none"> • Student selected topic 	<ul style="list-style-type: none"> • Sample scripts (Diary of Anne Frank, Act One, Scene I) 	<ul style="list-style-type: none"> • Stage direction • Technical vocabulary of theater 	<ul style="list-style-type: none"> • MA TESOL graduates who are drama majors and professionals 	<ul style="list-style-type: none"> • Problem solving for social justice

Project (Week 9)	<ul style="list-style-type: none"> • Drama as writing genre (content and form) • Interactive theater 	<ul style="list-style-type: none"> • Set design manuals • Wardrobe images • Romeo & Juliet 1996 clip 			<ul style="list-style-type: none"> • Taking on the perspectives of others
Theater of the Oppressed, Theater of the Empowered Project (Week 10)	<ul style="list-style-type: none"> • Theater of the Oppressed script production <p>Closing ceremony and celebration</p>	TBD	TBD	Family of students and guest lecturers invited to attend closing ceremony and celebration	TBD

References

Chung & Nation (2003). Technical vocabulary in specialised texts. Retrieved from

<http://nflrc.hawaii.edu/rfl/October2003/chung/chung.html>

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