

# COURSE PLANNING WORKSHEET FOR MASTER OF ARTS (M.A.) STUDENTS

## *Languages, Literacies, and Cultures Concentration*

Courses counted toward concentration requirements are in **BOLD**

Total Credits Required: At least 32

### Area 1: Core Courses (12 credits)

Course		Term	Credits
Required	ITSF 4091 (Fall 2020)		
Required	ITSF 4090 (Spring 2021)		
<b>ITSF 5000*</b>	<b>Methods of Inquiry/Introductory Ethnographic Methods</b>		
Required	ITSF Research Methods Course #2 (other options available in consultation with your advisor)		
Total			

### Area 2: Concentration (at least 9 credits)

Course		Term	Credits
<b>ITSF 4025*</b>	<b>Languages, Societies and Schools</b>		
Recommended	Other language- and culture-related courses from within the department, such as: ITSF 4013 Literacy and International Development ITSF 4199 Language and Education Rights ITSF 5050 Language, Cultural Politics, Education ITSF 4060 Latinos in Urban Schools		

\* These courses are required by the concentration. Exceptions may be made by advice and approval of advisor.

### Area 3: Area Studies or Sector-Specific Studies (at least 5 credits)

Course		Term	Credits
Recommended	Courses that complement Language, Literacy and/or Culture along with your interests, such as: (a) Courses that link education inside and outside the classroom, such as ITSF 4014 Urban Situations & Ed, ITSF 4034 Dynamics of Family Interaction, ITSF 5023 Family as Educator, or anthropology courses; (b) Courses that develop a specific skill set, such as teacher education, curriculum and pedagogy, education in emergencies; (c) Courses on a particular geographic region, such as Africa, Asia or Latin America; and/or (d) Courses that examine social contexts for education, such as gender, ethnicity, race, class, sexuality, etc.		
Optional	Internship doing teaching or research in bi-/multilingual education, multicultural education or literacy (This is a good CV-builder for students with limited professional experience; note that you can do paid or unpaid internships with or without credit)		

**Area 4: TC Elective requirements (at least 6 credits outside of International and Comparative Education)**

Course	Term	Credits
<p>Recommended</p> <p>Courses on linguistics, language education, bilingual education, or applied linguistics in other departments, such as:</p> <p>(a) Courses offered by the Bilingual/Bicultural Education program or by Applied Linguistics &amp; TESOL programs in the Dept. of Arts and Humanities, such as:</p> <p>A&amp;HB 4021 Foundations of Bilingual/Bicultural Education</p> <p>A&amp;HB 4024 Linguistic Foundations of Bilingual/Bicultural Education</p> <p>(a) A&amp;HB 4075 Cross-Cult Communication and Classroom Ecology</p> <p>(b) Courses in the anthropology program</p>		

Integrative Project	Term	Credits
<p>IND 4000</p> <p>Register for this if you are working on your IP and not registered for other TC/CU courses</p>		0
<p>Some examples of recent IP titles (a full list is available from Professors Benson &amp; Limerick):</p> <p>An analysis of the linguistic habitus represented in bilingual education in Realschulen in Baden-Württemberg, Germany</p> <p>Backwash in the urban Malaysian context: The possible effects of negative backwash on parental choice for medium of instruction in formal education</p> <p>Beliefs and biliteracy: An investigation into the literacy practices and attitudes regarding biliteracy education among immigrant and linguistic minority parents of elementary students in East New York</p> <p>Bilingual education for Mongols in Xinjiang Uyghur Autonomous Region: A case study of Xinjiang Bazhou Mongolian High School</p> <p>English education in South Korea: English teachers' instructional goals, experiences and perceptions</p> <p>Examining the Perspectives of African American Male Educators in the United States Public School System: Why are they leaving and what do they need to stay?</p> <p>Heritage language and culture: A comparative analysis of Korean language programs in China and the U.S.</p> <p>Implications for bilingual education in Vietnam: A case study of the effects of a Cham Mother Language Teaching Program (MLTP) on Cham language and literacy acquisition</p> <p>Improving early literacy in Kathmandu's linguistically and ethnically diverse Balkhu slum: Training teachers in multilingual education and culturally relevant pedagogy to manage diverse classrooms</p> <p>Language ideology and bilingual education: A mixed-method study on English education in China</p>		