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

Languages, Literacies, and Cultures Concentration (updated April 2021)

*Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet with their academic advisors. Courses counted toward concentration requirements are in **BOLD***
Total Credits Required: At least 32

Area 1: Core Courses (12 credits)

Course		Term	Credits
ITSF 4580	**International Comparative Education & Development Studies, part 1** (Fall 2021)		
ITSF 4581	**International Comparative Education & Development Studies, part 2** (Spring 2022)		
ITSF 5000*	**Methods of Inquiry/Introductory Ethnographic Methods**		
Required	ITSF Research Methods Course #2 (other options available in consultation with your advisor)		
Total			

Area 2: Concentration (at least 9 credits)

Course			
ITSF 4025*	**Languages, Societies and Schools**		
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 for the concentration. Exceptions may be made by advice and approval of your advisor.**

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

Recommended	Courses that complement Language, Literacy and/or Culture along with your interests, such as: ● 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; ● Courses that develop a specific skill set, such as teacher education, curriculum and pedagogy, education in emergencies; ● Courses on a particular geographic region, such as Africa, Asia or Latin America; and/or ● 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)

Recommended	Courses on linguistics, language education, bilingual education, or applied linguistics in other departments, such as: ● Courses offered by the Bilingual/Bicultural Education program or by Applied Linguistics & TESOL programs in the Dept. of Arts and Humanities, such as: A&HB 4021 Foundations of Bilingual/Bicultural Education A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education ● A&HB 4075 Cross-Cult Communic and Classroom Ecology ● Courses in the anthropology program		

IND 4000	Register for this if you are working on your IP and not registered for other TC/CU courses		0

Some examples of IP titles (a longer list is available from Professors Benson & Limerick):

An analysis of the linguistic habitus represented in bilingual education in Realschulen in Baden-Württemberg, Germany

Backwash in the urban Malaysian context: The possible effects of negative backwash on parental choice for medium of instruction in formal education

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

Bilingual education for Mongols in Xinjiang Uyghur Autonomous Region: A case study of Xinjiang Bazhou Mongolian High School

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?

Heritage language and culture: A comparative analysis of Korean language programs in China and the U.S.

Implications for bilingual education in Vietnam: A case study of the effects of a Cham mother language teaching program on Cham language and literacy acquisition

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

Literacy instruction in the early grades: Mother Tongue First as a means to improving learning outcomes

Perspectives of a non-dominant language community on schooling choice: A case study on how Mongolian parents choose between Mongolian and Chinese schooling

"Remember to speak in the Arabic language!": Language and literacy practices in a Palestinian grade 3 classroom