

# The ELC GLOBE



MICHIGAN STATE  
UNIVERSITY

College of Arts & Letters  
English Language Center

## New IAH Courses Offered by ELC Faculty

Beginning in Fall Semester 2020, ELC faculty began designing and teaching courses for IAH. In Fall Semester 2021, several additional courses were offered. Integrative Arts and Humanities (IAH) courses are an opportunity for undergraduate students to explore exciting arts and humanities questions while also earning credits toward the Integrative Studies graduation requirements. Each IAH section has a specific course focus, and so students can choose from a wide variety of topics based on their own interests. IAH courses are generally reading- and writing-intensive, and students should consider their comfort and confidence in taking a class with this amount of reading and writing as part of their overall schedule when deciding when to take IAH. Read these course descriptions to learn more about the new offerings by the ELC.

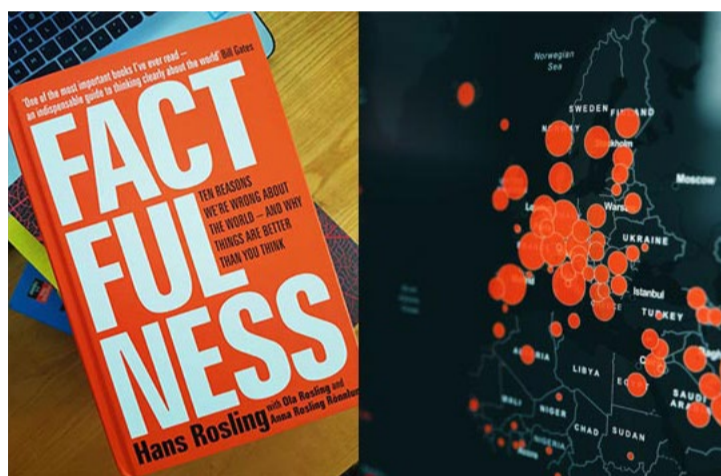


Image: Book cover titled "Factfulness" on the left and a map of Western Asia on the right

Carol Wilson-Duffy, Carol Arnold, and Leah Addis are offering a course titled **IAH 231A Human Values Arts & Humanities** which focuses on testing our knowledge of the world and exploring our unconscious biases. With curiosity, humility, and empathy, the course explores and expands knowledge of ourselves and the world. Through humanistic thinking, we ask productive questions, seek multiple points of view, critically examine history, and question our own perception of reality. Through engaging with artistic expression, we experience the perspectives of others, share knowledge of the world, and inspire conversations about human truths. In this course, through collaboratively reading and responding to Hans Rosling's 2018 book, "Factfulness: Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think," we will test our knowledge of the world and explore our unconscious biases. We will build the critical thinking and communication skills we all need as individuals, learners, professionals, and global citizens.

Laura Ramm's course, **IAH 209 Art the Visual, & Culture**, focuses on the totally awesome 80s and the influence and challenges of historical narrative. The cell-phone photo on the right illustrates the conundrum we face with a set historical narrative. There's often more to the story than what's widely understood. As technology evolved during the 1900s, there were many inventor-contributors along the way that made the cell phones we have today possible. The cellphone of the '80s was an important step in the progression toward today's widespread use. Like many decades, the 1980s brought change to aspects of American life, but was the decade totally awesome? In this class, students are asked to investigate: how these cultural elements did or did not reflect individual experiences of the time; how gender, sexuality, age, religion, or other identities were or were not reflected; and how experience complements or contradicts that of the cultural narrative. While the visual arts are part of cultural storytelling, after some time, a culture can risk developing a set historical narrative that lacks the rich diversity of individual experiences. In this course, students explore American culture's narrative about the 1980's, primarily through film and TV examples from the decade, and practice critical inquiry of not just shared experiences but also the diversity that comes from individual stories.



Image: Four identical cellphones from the 1980's in white, blue, green, pink



Image: Peter Hoffman sitting on a couch surrounded by artwork

Peter Hoffman is offering a course titled **IAH 207 Literatures, Cultures, and Identities**. The course focuses on Poetry for Daily Life and the power and beauty of words. For many people in today's culture, poetry is the forgotten art. We enjoy music, dance, movies, novels, and even the visual arts, but we often think of poetry as an acquired taste – not for us! In this course, we will learn to reclaim the lost art of poetry – to notice and appreciate the beauty and power of the words all around us. As we pay close attention to the world and the words and the voices of those around us, we will see that we are not alone in trying to make sense of the overload of data coming into our heads in the information age, and that we may even have a small part to add to the great conversation. So many of us can name our favorite movie or our favorite actor, yet very few of us can name our favorite poem or poet. After taking this course, students will join the very few.

# ELC hosts Fulbright EGSP for Fourth Year



The MSU English Language Center coordinated and taught its second Virtual Fulbright English for Graduate Studies Program (EGSP) from July 10 to August 7, 2021. One hundred and seventeen participants from fifty different countries took part in Virtual EGSP. Although this is the second virtual Fulbright EGSP cohort the ELC has hosted, the ELC hosted Fulbright EGSP grantees on campus in 2018 and 2019.

After a successful transition from on-campus to virtual programming in 2020 because of the COVID-19 pandemic, the Institute of International Education (IIE) announced that the Fulbright English for Graduate Studies Program (EGSP) would continue virtually in 2021. The program was also increased from 3 weeks to 4 weeks for 2021.

Over the course of the four-week program, they took part in coursework to improve their oral and written English skills to prepare them for their upcoming graduate studies in the U.S.

The ELC also collaborated with the MSU Police, OISS and Office of Admissions staff to provide campus and academic culture seminars, and during the program, the Fulbright grantees had opportunities to virtually socialize with MSU Fulbrighters and graduate students from a number of different disciplines.

Prior to the beginning of EGSP, ELC faculty attended IIE's "Virtual EGSP Planning Workshop", along with faculty from Drexel University, Syracuse University, and the University of Arkansas, where they discussed the challenges and successes of the 2020 program and their plans for 2021. While all 4 schools expressed hope for a return to on-campus programs in 2022, they also acknowledged the many benefits of the virtual program and its greater accessibility to international students wanting to improve their knowledge of academic English and culture before arriving in the U.S. to begin their graduate studies.

## ELC Global Mindset Program

The ELC Online Global Mindset Program concluded on Friday, August 27th with eleven Kansai University students taking part in the two week program. The program was designed to foster global awareness and cultural competence through English conversation, guest presentations, and courses focused on cross-cultural communication and current events. There were presentations by seven professionals from a variety of backgrounds, all of whom shared their experiences as non-native speakers of English who have lived, studied and worked in the United States. The students also enjoyed several Zoom meetings with MSU JELE (Japanese-English Language Exchange) members. The program is a collaboration between the MSU English Language Center and the Institute for Innovative Global Education at Kansai University in Osaka, Japan. The ELC looks forward to working with the institute on more programs in the future.

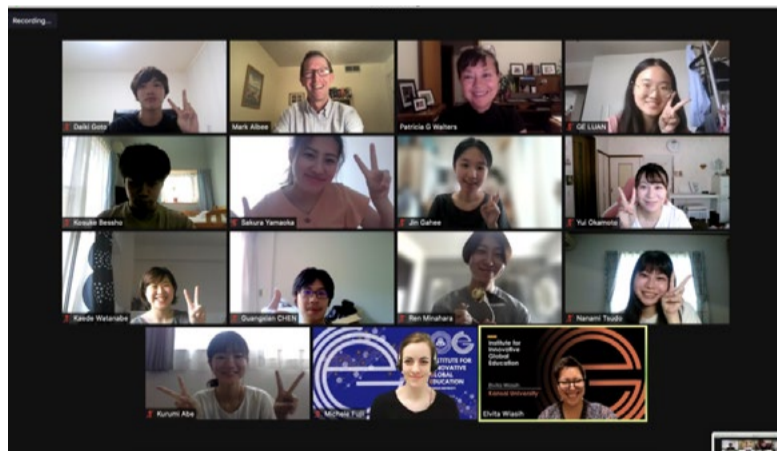


Image: Screenshot of a Zoom meeting with smiling participants

## Monique Yoder Co-Publishes in the Routledge Handbook of SLA & Testing

We are pleased to share that Monique Yoder's recent co-publication with Magali Paquot and Stefan Th. Gries in the Routledge Handbook of Second Language Acquisition and Language Testing is now available.

Their chapter, Measuring Lexicogrammar, provides a short history of how second language acquisition and language testing have approached lexicogrammar and reviews direct and indirect methods that have been used to measure L2 learners' knowledge of lexicogrammar. They emphasize the importance of conceptualizing lexicogrammar as a construct unto itself rather than a summative collapse of

the lexis and grammar constructs and underscore the need to incorporate context and purpose when designing scoring rubrics for performance tests.

This handbook was edited by Dr. Paula Winke and Tineke Brunfaut and contains multiple contributions from the faculty and students of the Second Language Studies doctoral program at MSU

We invite you to review Monique and her co-contributor's work and that of the other chapters in this impressive handbook. Congratulations, Monique!