Note the names of the buttons in the left hand tool bar. We’ll look inside them in the following pages:

**COURSE INFORMATION**

Course Information has GENERAL Information: “overview, syllabus, “how to” documents.
ADD.RNDINGS/ACGTIVITIES

Links under this button related to additional class readings and supports (beyond the course texts and e-reserves). These include—

a. the weekly “Key Concepts” (which should always be the first item you read each week),
b. the “Text and Textlinks” readings,
c. the “Culture Terms” annotated glossary,
d. and documents for “Activities and Supplements for Different Classes”

Let’s look inside each of the main links to see what’s inside.

Weekly Key Class Concepts

- **First Class Key Concepts**
  - Key Concepts for the 1/15 class on what culture is and some essential terminology and concepts.

- **2nd Class Key Concepts**
  - Key Concepts for the 1/22 class on a modern view of culture brought home.

- **3rd Class Key Concepts**
  - Key Concepts for the 1/29 class on why we need to teach culture with language.

- **4th Class Key Concepts**
  - Key Concepts for the 2/5 class on understanding and manipulating stereotypes.

- **5th Class Key Concepts**
  - Key Concepts for the 2/12 class on Culture Shock, Language Ego and Motivation.

- **6th Class Key Concepts**
  - Key Concepts for the 2/19 class Grammar of Context and the Discourse of Grammar.

- **7th Class Key Concepts**
Here’s a look inside “Texts and Textlinks” and “Culture Terms”

**Affinity Space:** Gee defines an affinity space as, “A place where people can affiliate with others based primarily on shared activities, interests, or goals, not shared race, class, culture, ethnicity, or gender. They have an affinity for a common interest or endeavor.” The difference between an affinity space and a discourse system is small. An affinity space is less a “community” and often more a place where one drops in to satisfy a particular interest or need.

**Utilitarian Discourse System:** Scollon and Scollon’s formalized perception of “Western culture” which follows basically an Enlightenment paradigm. This model is very persuasive in the way in which it describes interactions in the global economy, and it may solve the problem of which culture to teach with English (after all we don’t want to have to make our students “little Americans” or “Little Englishmen”, etc.). UDS, may often be the discourse system (“culture”) we want to use.

**Speech Community:** a discourse system defined on sharing a common language.

**Ideology:** simply, a system of values and beliefs.

**Convention:** a practice that is not right or wrong, but simply customary. Most of language is NOT original, it is conventional: that is we use it to serve social functions, not to convey information.
Another key link under “Add.Rndngs/Activities” is “Activities and Supplements for Different Classes.

These are typically documents or supports that we’ll use in class to carry out activities.

The next button is “Assignment Supports” giving Guidelines, Checklists, & Models for Assignments.
The **C.A.P. Team Spaces**

This button gives your team a mini-blackboard site for doing your C.A.P. assignments (if you prefer this over face-to-face or email interactions). You can have chats, manage discussion boards and post documents to each other.

The Chat – Group Emails page looks like this.
*(note that “Collaboration” is where the Chat Rooms are located!)*
Inside the chat page; that is, inside “Collaboration,”
use the chat room “Office Space” not “Virtual Classroom
Virtual Classroom has too many bells and whistles—it makes it unnecessarily confusing).

Don’t forget to go to the “How to” documents under “Course Information to learn about--

a) How to get the most out of Bb Discussion Boards
b) How to log into the chat room
c) How to give signals to participate politely during a chat session.