**CTES 7470**

**Auburn University**

Department: Department of Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: Issues in English for Speakers of Other Languages Education

Course Number: CTES 7470 Section 1

Course Credit: 3 hours

Semester: Spring 2018

Instructor: Gwendolyn M. Williams, PhD

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Phone Number: Office: 334-844-6775

Office: 5078 Haley Center

Office Hours: Monday and Wednesday 1:30-3:30 PM

Schedule: 4:00-6:50 PM Mondays

Classroom: Haley 2468

**1. COURSE DESCRIPTION**

**Catalog Description:** Examination of central issues in the teaching and learning of ESOL including language policy, language diversity and multiculturalism

**Course Description:** This course enables participants to develop awareness and understanding of the cultures represented by different language minorities within the state and the nation. It also provides an emphasis on research that will enable participants to address the special needs of linguistically and culturally diverse students.

**Attendance:**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and arriving on time (see grading plan below). Late assignments lose 10% credit per day. If your absence is excused, any assignment will be due the following day and will begin to incur late penalties on the second day unless you provide daily updates of continuing excusing information. All assignments should be submitted by uploading the document to Canvas. Note: *submission errors will not negate late penalties*

**Grading Plan:**

 The final grade for the course is based on the following:

 90%-100%= A

 80%-89% = B

 70%-79% = C

 60%-69% = D

 Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

Grades will be weighted the following ways:

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
	+ The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
	+ No unauthorized guests.
	+ Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

**Assignment Requirements:**

 All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use PDF or Word files when uploading to Canvas.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic for the Week  | Readings | Assignment Due |
| 1/15 | No Class-Martin Luther King, Jr. Day (University is Closed)   |
| 1/22 | Introduction  |  |  |
| 1/29 | Culture & Communication  | Samovar pp. 17- 67H: Min |  |
| 2/5 | Culture & Families | Samovar Chapter 3Guo H: Cavilcante  |  |
| 2/12 | Culture & History  | Martin & Nakayama Herrera 2015 Chapter 2H: PerezFirmat  |  |
| 2/19 | Culture & Values  | Samovar Chapter 6 H: Ihedigbo | Engagement Plan Due |
| 2/26 | Culture & Identity | Samovar Chapter 7Compton-Lilly H: Ansary  | Reaction Paper 1 Due |
| 3/5 | Culture & Gender | Samovar pp. 81-88Qin-HillardBergerH: Hayslip |  |
| 3/12 | Spring Break  |
| 3/19 | Culture & Language  | Samovar Chapter 8 DeCapua & Wintergerst H: Reyes |
| 3/26 | Culture and Non-verbal Communication  | Samovar Chapter 9 Gregersen H: Samuelsson | Test Due |
| 4/2 | Culture in Contexts  | Samovar Chapter 10 NeuliepH: Yang |  |
| 4/9 | Culture & Racism | Nieto Chapter 4 Ting-Toomey & Chung ch. 8H: Dumas | Cultural Miscommunication Paper Due |
| 4/16 | Cultural Competence for Teachers  | Gay Chapter 2 Cervantes & Shelby H: Ung  | Reaction Paper 2 Due |
| 4/23 | Wrap-up Discussions & Activities  | Vandrick  | Boundary Crossing Activity Due |
|  |  |  |  |

**Required texts:**

**Samovar, L.A., Porter, R.E., McDaniel, E. R. & Roy, C. S. (2017). *Communications between Cultures*, 9th edition. Boston: Wadsworth Cengage Learning. ISBN-10: 1285444620**

**Hutner, G. (Ed). (2015*). Immigrant Voices Volume II*. New York: New American Library. ISBN-10: 0451472810**

**Required Readings that will be provided on-line**

Berger, R. (2011). Chapter 7 Major themes in women’s narratives. In *Immigrant women tell their stories* (pp. 177-210). New York: Routledge.

Cervantes, R. C. & Shelby, T. M. (2013). Chapter 9 Mental health issues for immigrant adolescents: Research & practice. In E. L Grigorienko (ed.) *US immigration and education: Cultural and policy issues across the lifespan* (pp. 163-178). New York: Springer.

Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research, 49*(1), 115-140.

Corbett, J. (2003). Implementing an intercultural approach. In *An Intercultural Approach*

*to English Language Teaching (pp.31-46).* Tonawanda, NY: Multilingual Matters.

DeCapua, A. & Wintergerst, A. C. (2016). Pragmatics and communication. In *Crossing cultures in the second language classroom* (pp 257-285). Ann Arbor: University 8 of Michigan Press.

Gay, G. (2010). Chapter 2. Pedagogical potential of cultural responsiveness. In *Culturally Responsive Teaching, 2nd ed* (pp. 22-46). New York: Teacher’s College Press.

Gregerson, T. (2007). Language learning beyond words: Incorporating body language into classroom activities. *Reflections on English Language Teaching, 6* (1), 51-64

Guo, Y. (2011). Beyond deficit paradigms: Exploring informal learning of immigrant parents. *The Canadian Journal for the Study of Adult Education, 24* (1), 45-59.

Herrera, S. G. (2015). Chapter 2 Biography driven instruction. In Biography driven culturally responsive teaching (pp. 16-28). New York: Teacher’s College Press.

Martin, J. N., & Nakayama, T. K. (2013). Chapter 4 History and intercultural communication. In *Intercultural Communication in Contexts* (pp. 126-166). New York: McGraw-Hill.

Neuliep, J. W. (2015). Chapter 10 Cultural conflict. In *Intercultural communication: A contextual approach* (pp. 373-398). Thousand Oaks, CA: Sage.

Nieto, S., & Bode, P. (2012). Chapter 3 Racism, discrimination, and expectations of student achievement. In *Affirming diversity: The Sociopolitical context of Multicultural Education 6th ed*.(pp. 62-84). New York: Pearson

Qin- Hilliard, D. B. (2003). Gendered expectations and gendered experiences: Immigrant students’ adaptation in schools*. New Directions for Youth Development,* 100, 91-109.

Ting-Toomey, S. & Chung, L.L. (2011). Chapter 8: What causes us to hold biases against outgroups? In *Understanding Intercultural Communication* (pp.157-178). New York: Oxford University Press.

Vandrick, S. (2015). No “knapsack of Invisible privilege” for ESL university students. *Journal of Language, Identity & Education, 14*(1), 54-59

Wintergerst, A. & McVeigh, J. (2012). Chapter 6 Traditional ways of teaching culture. In *Tips for teaching culture: Practical approaches to intercultural communication* (pp. 119-142). New York: Pearson Longman.

5. Course Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Explain the role of cultural competence to a classroom teacher.
2. Identify the dynamics of institutional and cultural racism in schools.
3. Describe the role of racial identity on teacher development.
4. Define the different components of culture and cultural paradigms, and then explain their impact on classroom instruction. .
5. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
6. Define assimilation and acculturation.
7. Provide psychological and emotional support for ELLs in the classroom.
8. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
9. Explain the cultural influences on classroom management and interaction.
10. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC).
11. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

6. Teacher Education Standards Addressed

**TESOL Teacher Education Standards**

**2.a.** Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.

**2.b.** Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.

**2.c.** Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.

**2.d.** Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.

**2.e.** Understand and apply concepts about the interrelationship between language and culture.

**2.f.** Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

**2.g.** Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students

Alabama State Teacher Education Standards

**(b) Culture**. Candidates know, understand, and use in their instruction, the major theories and research related to the nature and role of culture, and how cultural groups and individual cultural identities affect language development and academic achievement. This domain consists of two parts: nature and role of culture and cultural groups and identity.

1. **Nature and role of culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support the cultural identities, language and literacy development, and content-area achievement of ELLs. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) The wide range of cultural values and beliefs represented by the ELLs

cultures in the context of teaching and learning.

(II) The effects of racism, stereotyping, and discrimination in the context of teaching ESL.

(III) The importance of home/school communication with ESOL families and appropriate techniques for fostering communication.

(IV) The interrelationship between language and culture and the roles of language and ethnicity in a multicultural society.

(ii) Ability to:

(I) Maintain a climate of respect for all cultures.

(II) Help ELLs deal with discrimination.

(III) Support ELLs and families in valuing their own cultures.

(IV) Locate resources for communicating with families.

2. **Cultural groups and identity**. Candidates know, understand, and use knowledge of how cultural identities, both group and individual, affect language learning and school achievement. Prior to program completion, prospective teachers of English for speakers of other languages shall demonstrate:

(i) Knowledge of:

(I) How an individual’s cultural identify affects their ESL learning and how levels of cultural identify will vary widely among students.

(II) Cultural conflicts and home-area events that can have an impact on ELLs’ learning.

(ii) Ability to:

(I) Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.

(II) Implement activities and/or cultural events that promote the ELLs’ cultures and foster their learning.

(III) Include ELLs’ cultural experience when building background for instruction.

**Details on Assignments**

**Course Requirements**.

1. **Engagement Plan**

**OPTION 1: Family Engagement Plan**

You will select and explain how to implement 5 different strategies to engage the families of English learners in a ESOL child’s education in a K-12 school context. Each of the 5 strategies must be explained what the strategy is, and the theoretical reasons on how this strategy would benefit the parent, the teacher, and the student.

Page length- 4 pages

**OR**

**OPTION 2: Community Engagement Plan**

You will select and explain how to implement five strategies that would help adult English learners become more integrated into their community. You will describe how you would communicate this strategy to adult ESOL students, and explain how the theoretical reasons that this strategy would benefit the long-term development of the students in terms of their language development and community engagement.

Page length 4 pages

For Rubric See Appendix A

1. **Boundary Crossing Assignment-**

You will select a cultural group or event(s) to work with, attend, and/or investigate, individually or in a small group, outside of the in-school context. You are required to spend at least 1 hour in contact with the cultural group. This might involve volunteering at a community center for a particular ethnic/language group; conducting home visits with families of a particular culture; attending a religious, cultural, or community event for a cultural group other than your own; etc. You will provide a written summary and analysis (min. 3 pages, typed and double-spaced) providing your thoughtful reflections on what you did, what you learned, how it relates to what we have discussed in class, and what conclusions of relevance to teaching ELL students that you can draw.

For Rubric See Appendix B

1. **Cultural Miscommunication Paper**

You will be required to research one specific aspect about how cultural differences create misunderstanding. The key here is to be specific, such as eye contact or intonation patterns. Don’t pick a topic that is too large, such as gestures because you will not have time to research and discuss all the elements of such a broad category. The sequence of your paper should look like this:

1. Provide a description of the cultural phenomenon.
2. What would be the consequences of miscommunication of this phenomenon?
3. Offer at least two ways to minimize cultural misunderstanding of this phenomenon.
4. Conclude the paper with a description of how the knowledge that you have gained from this assignment will influence the way that you interact with ELLs in the classroom.

 Expected length of this paper is 8 pages.

For Rubric See Appendix C

1. **Participation**

Participation in weekly assignments is your way of demonstrating your completion of reading assignments and your ability to apply what you have read to the field of education. Keeping up with weekly reading assignments is vital to your ability to learn course content and participate in class discussions (3 points per class).

1. **Response Papers*:***

 These commentaries have three purposes. First, they show me that you are keeping up with the readings. They also allow you the opportunity to reflect on them and to apply the information from the readings to your own experiences and prior knowledge. Finally, it provides me with a way to dialogue about the readings to ask questions that you may not feel comfortable asking in class. You should NOT simply summarize the readings. If you’re unsure about how to go about this, a good way to start is to select a couple ideas or excerpts from different readings and compare the ideas in them, then tie these ideas in with examples from your own experience, but be careful that your examples stay on point. **The paper should be 3 pages long and be double spaced**. Papers must be handed in on the day that that particular reading is discussed. One paper should cover a reading from the first half of the semester, and the second paper should cover content from the second half of the semester. Please submit to Canvas. The due dates for the papers (2 of them) have been spaced throughout the semester to prevent procrastination until the end of the semester. You cannot submit two papers on the same day

For rubric See Appendix D.

1. **Concept Test**

The concept test will assess the standards and content taught in this course. The format will be short answer and essay, but the test is completed at home, so it is open book, just don’t collaborate with your classmates.

**Appendix A Engagement Plan Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **5** | **4-3** | **2-1** |
| **Description of Strategy**  | **The writeup includes the specific steps needed for the teacher to implement the strategy.**  | **The writeup lists the steps needed to implement the strategy, but there are some details that are missing.** | **The strategy is not explained in terms of the steps needed to implement the strategy .**  |
| **Benefit to student’s to family/teacher** | **The strategy clearly explains the benefit to the student, family OR community and teacher.** | **The strategy’s benefits are lacking the benefit to one of the student, family or community or teacher.**  | **The strategy’s benefits are not beneficial to the student, community or teacher .**  |
| **Explanation of theoretical basis** | **The theoretical basis of the strategy is tied to at least two separate best practices.**  | **The theoretical basis of the strategy is tied to at least one best practices.**  | **The theoretical basis is not supported by any best practice.**  |

**Appendix B Boundary Crossing Assignment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4-3 | 2-1 | 0 |
| Project time  | Project included at least two hours of contact with the group or event, documented with time log and/or other documentation (e.g., programs, photos, signatures). | Project included at least one hour of contact with the group or event, documented with time log and/or other documentation (e.g., programs, photos, signatures). | Project included less than one hour of contact with the group or event, or was not documented | Event was not attended.  |
| Narrative of experiences and affective reactions | Write-up includes a narrative of the experiences and participant’s affective reactions, clearly demonstrating how participant crossed cultural boundaries. | Write-up includes a narrative of experiences and reactions, but these are not fully detailed. | Write-up includes either the narrative of experiences, or the affective reactions, but not both. | Write-up includes neither the narrative of experiences, nor the affective reactions. |
| Analysis  | Write-up includes an explicit analysis of the learning outcomes of the experience for the participant, including its relevance for ESOL. | Write-up mentions the learning outcomes but does not directly link to relevance for ESOL. | Write-up implies learning outcomes but does not develop them explicitly. | There is no evidence of the learning outcomes of the experience for the participant. |
| Connection to theory  | Write-up specifically and appropriately relates the experience and outcomes to at least two theoretical constructs discussed in the course. | Write-up relates the experience and outcomes to at least two theoretical constructs discussed in the course, but not always appropriately | Write-up relates the experience and outcomes to one theoretical construct discussed in the course. | Write-up does not relate the experience to any theoretical constructs from the course. |
| Writing  | Project write-up is at least 3 pages, double spaces and uses standard written English and contains no errors of spelling, punctuation or usage. | Project write-up is at least 2 pages, double spaced. Write-up contains some errors of spelling, punctuation or usage, but these do not impede comprehension | Project write-up is less than 2 pages in length or. Write-up includes errors of spelling, punctuation or usage which impede comprehension | Paper is not written in a narrative style or is not coherently organized  |

**Appendix C: Cultural Miscommunication Paper**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 10-8 | 7-4 | 3-1 |
| Description of cultural phenomenon  | The description is a specific cultural phenomenon that is attributable to a specific culture and the meaning to that culture is included.  | The description of the cultural phenomenon is not attributed to a specific culture but a region of the world, (For example, Asian instead of Chinese.)  | The description of the phenomenon does not include enough details to attribute it to any particular culture. OR No possible misinterpretations are included.  |
| Consequences of Misinterpretation  | The paper offers three ways of how the phenomenon could be misinterpreted and the direct consequences of those misinterpretations in three different cultural contexts.  | The paper offers three ways of how the phenomenon could be misinterpreted but the consequences of misinterpretation are vaguely described.  | The paper offers less than three different interpretations, or the details are not connected to a specific cultural context.  |
| Actions to minimize the possibility of miscommunication  | Three actions are included with a sound reasoning of how the action would alleviate miscommunication | Two actions are included, but the reasoning does not explain how the action would alleviate miscommunication.  | Only one action is included. |
| Pedagogical Implications | The paper offers specific ways in which the knowledge will influence instruction.  | The paper offers general strategies that can be used in the classroom, but there is little connection to the rest of the paper.  | The paper does offer specific classroom strategies.  |
| Writing & Research Support  | Paper is well-written and free of errors. Research support is amply included to support the points throughout the paper.  | Paper has an occasional error. Research is occasionally used to support the points, but more support is needed.  | Paper has multiple errors that interfere with meaning. No research support is provided.  |

**Appendix D Reader Response Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERION:**  | **0** | **1** | **2-3** | **4** |
| **Summary** | No summary is present in the paper | Summary is brief and is missing some major components of the reading.  | Summary provides a basic overview of the entire article, but more details are needed.  | Summary is one paragraph long and provides the highlights of the article  |
| **Organization**  | Paper has no logical form of organization. | Paper is loosely organized or tries to cover too many points. | Paper has structure, but more connections between the points are needed.  | Paper provides a connection between the points of discussion.  |
| **Analysis** | Provides no analysis or interpretation of the text- instead summarizes the reading  | Offers very little analytical interpretation of the text, or paper goes off on a tangent that is not directly connected to the text.  | Offers analysis of the text, but does not provide adequate support for the analysis.  | Student analyzed and critiqued the reading and provided reasoning to support their analysis.  |