# Auburn University College of Education, Department of Curriculum and Teaching

# CTES 7470, Issues in ESOL Education, Section 1, Spring 2020

## Instructor Contact Information

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Office Hours: 1:30-3:30 PM Mondays and Wednesdays

I prefer to be contacted by email, and I will usually respond in 48 hours.

## General Course Information

Class Days/Time: Monday 4:00- 6:50 PM

Classroom: Haley 2468

## Course Description

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

## Library Research Guides and Subject Librarians

The Auburn University Library can help you find information and conduct research. You can make an appointment with a librarian, get help online, or contact the Education librarian, Dr. Todd Shipman at [todd.shipman@auburn.edu](mailto:todd.shipman@auburn.edu)

## Canvas

Canvas is Auburn University's official Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access Canvas use your AU user ID and password to log into Auburn’s [Canvas homepage https://auburn.instructure.com/login/ldap](https://auburn.instructure.com/login/ldap). When you log in, you will be directed to your dashboard. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located in [AU Access www.auaccess.auburn.edu](http://www.auaccess.auburn.edu/) and many other university pages.

### Canvas Help and Student Computing Resources

#### Canvas and OIT Help Desk

Contact the [OIT Help desk https://oit.auburn.edu/helpdesk](https://oit.auburn.edu/helpdesk) if you need assistance with Canvas or other information about computing and information technology at Auburn. Three ways to contact the OIT Help Desk are:

* Call: 334-844-4944
* Email: [helpdesk@auburn.edu](mailto:helpdesk@auburn.edu)
* Visit Location: RBD Library, 2nd and 3rd floors

#### General Student Computing

Review the information posted at [OIT Computing Lab Locations http://www.auburn.edu/oit/labs/](http://www.auburn.edu/oit/labs/). There you will find computer use guidelines and a list of available computer labs.

## Course Format and Instructional Methods:

The course will be taught using multiple instructional methods. These methods will include group interactive activities, literature circles, lectures, and oral presentations with an associated critical discussion. Typically, course topics will be introduced through an interactive opening activity before moving to interpretive discussions. Lectures will be included to emphasize the theoretical foundation of educational practice. Students will engage in literature discussions about immigrant stories to explore a range of issues that immigrants might encounter as they settle in a new country and face the challenges of learning English. Video clips will be used to provide deeper understanding of course content.

## Course Goals and Student Learning Objectives

### Student Learning Outcomes (SLO)

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

1. Explain how a variety of contextual factors, such as academic, personal, familial, and sociocultural issues impact the education of English learners.
2. Use a range of resources in learning about the cultural experiences of English learners and their families to guide curriculum development and instruction.
3. Describe how knowledge of research and theory and issues of equity and diversity can be applied to facilitate instruction for English learners.
4. Identify unique factors regarding the academic characteristics of an English learner and be able to use this information to plan student centered instruction.
5. Explore the personal characteristics of an individual English learner in order to develop effective instructional practices.
6. Describe the role of racial and cultural perspectives and biases on teacher’s identity and explain how that influences teaching and learning in the classroom.

## Required Texts/Readings

### Textbook:

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

### Other Readings: These readings will be provided in Canvas.

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.

DeCapua, A. & Wintergerst, A. C. (2016). Chapter 4: Nonverbal communication. In *Crossing cultures in the second language classroom* (pp 161-181). Ann Arbor: University of Michigan Press.

DeCapua, A. & Wintergerst, A. C. (2016). Chapter 6: Pragmatics and communication. In *Crossing cultures in the second language classroom* (pp 257-285). Ann Arbor: University of Michigan Press.

Francis, G. L., Haines, S. J., & Nagro, S.A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. Teaching Exceptional Children, 50(2), 95-105.

Gonzales, S. M., & Gabel, S. L. (2017). Exploring involvement expectations for culturally and linguistically diverse parents: What we need to know in teacher education. *International Journal of Multicultural Education, 19*(2), 61-81.

Gorski, P. (2016). Rethinking the role of “Culture” in educational equity: From cultural competence to equity literacy*. Multicultural Perspectives, 18*(4), 221–226.

Gregersen, T. & McIntyre, P.D. (2017). Background on nonverbal behavior, its teachability, and general training recommendations. In *Optimizing language learners’ nonverbal behavior: From tenet to technique* (pp. 7-22). Blue Ridge Summit, PA: Multilingual Matters.

Han, K. T., & Scull, W. R. (2012). Listening to Hyun-woo: What can we learn from a Korean American English learner? *The* *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85*(1), 23-32.

Herrera, S., Cabral,R. M., & Murry, K.G. (2013). Assessment of acculturation. In *Assessment accommodations for classroom teachers of culturally and linguistically diverse students.* (2nd ed.) (pp. 90-129). New York: Pearson.

Igoa, C. (1995). Chapter 2: The phenomenon of uprooting. In *The inner world of the immigrant child* (pp. 37-69). New York: Routledge.

Kinney, A. (2015). Compelling counternarratives to deficit discourses: An investigation into the funds of knowledge of culturally and linguistically diverse U.S. elementary students’ households. *Qualitative Research in Education, 4*(1), 1–25.

Lindholm, T., & Myles, J. M. (2019). Chapter 3: Teacher as cultural informant and classroom strategist. In *Navigating the intercultural classroom* (pp. 83-106). Alexandria, VA: TESOL Press.

Medgyes, P. (2004). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.) *Teaching English as a second or foreign language* (pp. 429-442). Boston: National Geographic Learning.

Moran, P. (2001). Language and culture. In *Teaching culture: Perspectives in practice* (pp. 34-47). Boston: Heinle & Heinle.

Nieto, S. (2018). Chapter 4 Culture and learning. In *Language, culture, and teaching: Critical perspectives for a new century, 3rd ed.*  (pp. 65-92). New York, NY: Routledge.

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.

Schwartz, S. L., Cano, M.A., & Zamboanga, B. L. (2015). Chapter 7 Identity In Suárez-Orozco, C., Abo-Zena, M. M., & Marks, A. K. (Eds.).*Transitions: The development of children of immigrants* (pp. 142-164). NYU Press.

Souto-Manning, M. (2016), Honoring and building on the literacy practices of bilingual and multilingual learners. *The Reading Teacher, 70*(3), 263-271. doi:10.1002/trtr.1518

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.

Using case studies to teach (n.d). Boston University Center for Teaching and Learning. Retrieved from <https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>.

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.

## Classroom Protocol

* + 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.
  + 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.

## Course Requirements: Each of these assignments should be submitted electronically on Canvas. Feedback will be provided in Canvas for each assignment using the rubrics and in text comments.

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 Canvas. Due Date- 2/10. This assignment is worth 15 points.

This assignment fulfills the Student Learning Outcome 2:­ Use a range of resources in learning about the cultural experiences of English learners and their families to guide curriculum development and instruction.

The next three assignments are all related to each other, but they will be handed in at different times throughout the semester. You are going to choose an English learner (cultural informant), and each of these three assignments will be centered around the characteristics of that learner.

1. **Cultural Research Paper**

First, you will complete a research paper on the background culture of your particular learner. This research paper will focus on funds of knowledge.

In this assignment, we are going to work to gain deeper knowledge about a particular culture. You should include internet sources and peer reviewed materials for this information,

* 1. The questions provided are just suggestions; you can include additional elements in the topic area, and if you just can’t find out the answer to a particular guiding question, this is OK,—do your best and indicate what you can find.
     1. The categories are as follows:
* Topic 1: **Languages, scripts, and naming practices**

o What languages are used in home, school, religion, and government?

o Does the language have different dialects?

o What writing system(s) are used? Are scripts alphabetic, syllabic, or character based?

o Do languages have tones? What else should we know about the morphology or syntax?

o How are people named?

* Topic 2: **Gestures and body language**

o How do you indicate "come here"?

o How do you indicate "me"?

o How close do people typically stand when conversing?

o When do you look people in the eye? When don't you?

o What gestures or body language might we be unfamiliar with? Which are obscene or taboo?

* Topic 3: **Religious beliefs**

o What religion(s) is/are prominent?

o Are there major variations within the religion(s)?

o What are some of the major beliefs?

o What are religious gathering places, and what are spiritual leaders called?

o What are major religious holidays? When are they celebrated? How are they celebrated?

* Topic 4: **Marriage and family**

o At what age do men and women typically marry?

o What are typical courtship and marriage practices? Are marriages arranged by families? Do they include financial arrangements?

o Do married couples live alone or with family, and whose family?

o What are women's and men's roles in a marriage?

o When do grown children leave home (or do they?)?

o What duties or obligations do people have to their families?

* Topic 5: **Social hierarchy and politeness**

o What are considered to be good manners in this country?

o How do polite people greet one another?

o What sorts of questions are considered polite for small talk, and which are considered rude or taboo?

o Are there differences in how one treats people from different age and social groups?

o What is considered polite when eating?

o What does it mean to be timely in this culture?

o How does one disagree or refuse something politely?

* Topic 6: **Learning and schooling**

o Which members of this group are usually educated? How much

education do most receive? Are there gender differences?

o Is education public, private, or both? Is there compulsory education?

o What is the status of teachers in this culture and how are they treated?

o How big are classes?

o How would ideal students conduct themselves in this culture? How would they behave in class?

o What do parents expect from schools? What do schools expect from parents?

* 1. Note: You need to be careful to cite all of your sources in this paper. You should rephrase the information in your own words, or put in quotations and attribute the source! You should organize your paper into these six categories- put a heading for each category in your paper. I would expect that 1-2 paragraphs per topic area would be sufficient for this paper. Please use in-text citations in your paper.
* This paper should be roughly 5-7 pages long, and the total point value is 50 points. Please see Canvas for a rubric that breaks down the total point value. Due Date: 2/24

This assignment meets the following Course Learning Outcome 1: Explain how a variety of contextual factors, such as academic, personal, familial, and sociocultural issues impact the education of English learners.

1. **English Learner Interview**

Next you will interview the English learner that you have chosen, and find out information about your learner. Your interview should last 30-45 minutes. You do not have to transcribe the interview, but you should jot down notes during the interview to remind yourself what you talked about. These are some suggested questions,

* What has the interviewee been most surprised about your (interviewer) culture?
* How does the interviewee think he or she has been most misunderstood by members of your (interviewer) culture?
* Describe a humorous or embarrassing incident involving either the target language or culture
* What has been your greatest cross-cultural disappointment or disillusionment? Why?
* What is the most important advice they would give to people headed for cross-cultural service?
* Describe some specific ways that your life has been richer because of cross-cultural experience

You will then write a 5-page paper describing what you have learned about your participant and what conclusions that you can draw about the experiences of English language learners and how you can apply this knowledge to classroom instruction. This assignment should be 4-5 pages long. This interview paper is worth 40 points. Check Canvas for a rubric for this assignment. Due Date: 3/23.

This assignment meets Course Learning Outcome 5- Explore the personal characteristics of an individual English learner in order to develop effective instructional practices.

* D**. English Learner Lesson**

Based on the information that you have gained from both the research paper and the interview, you will design a lesson that teaches both language and cultural information to your English learner and then write a two-page analysis of how the lesson teaches cultural knowledge and values to English learning students. Remember, the purpose of a cultural analysis is not just to highlight differences, but rather to show how a culture may meet the same psychological and physical needs in a different fashion.

* + The parts of the lesson will include:
    - Content objective
  + Language objective- this is a communicative language function that is explaining how the student will use language to achieve the content objective. This is beyond the 4 language modes of reading, writing, listening and speaking and focuses on what the student is trying to do (i.e explain, describe, summarize, etc). See the following link for examples. <http://jleebinder.weebly.com/uploads/2/5/8/9/25890205/language_objective_verbs.pdf>
  + Vocabulary- what vocabulary knowledge would be needed to understand your lesson?
  + Background cultural Knowledge for teachers- What cultural knowledge would the teacher need to know to teach the lesson.
  + Procedure for lesson
  + Assessment
  + Extension
  + Analysis
    - Your analysis should explain how the lesson teaches cultural values and knowledge to English learning students
* This assignment is worth 50 points and is due 4/13. For Rubric see Canvas.
* This assignment addresses the following Learning Outcomes:

4. Identify unique factors regarding the academic characteristics of an English learner and be able to **use this information to plan student centered instruction.**

5. Explore the personal characteristics of an individual English learner in order to **develop effective instructional practice**s.

## E. Concept Test- This test will be a take home test to assess your understanding of the concepts presented in this course. The terms on the exam are taken directly from the Terms to Know section of the weekly module overviews. The questions will be short answer and longer paragraph explanations in response to teaching scenarios. The test is open book, but you should not discuss your answers with your classmates.

The test is due March 30. This test addresses Learning Outcome 3: Describe how knowledge of research and theory and issues of equity and diversity can be applied to facilitate instruction for English learners.

F.  **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. 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 begin the paper by personal background and experiences and describe your beliefs and attitudes about linguistic, cultural and instructional issues that may affect your teaching practice (1 page). You will then 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. (4 pages total for this assignment)

This assignment is due 4/20/20, and it is worth 40 points. Please see the rubric in Canvas. This assignment meets Learner Outcome 6: Describe the role of racial and cultural perspectives and biases on teacher’s identity and explain how that influences teaching and learning in the classroom.

## CTES 7470 Issues in ESOL Education, Spring 2020

All meetings will occur in Haley 2468 unless otherwise communicated by Canvas and in person course announcements.

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Readings** | **Assignment Due** |
| 1 | 1/13 | Intro to Culture and Els | * None |  |
| 2 | 1/20 | NO CLASS | Martin Luther King Jr. Day |  |
| 3 | 1/27 | Understanding Culture | * Nieto Chapter 4 * H: Min |  |
| 4 | 2/3 | Culture & Families | * Francis et al * Gonzales & Gabel * H: Cavilcante |  |
| 5. | 2/10 | Cultural background & Influence on Learning | * Kinney * Han & Scull * H: Ihedigbo | Engagement Plan |
| 6 | 2/17 | Culture & Adjustment8 | * Herrera et al, 2013 * Igoa * H: Hemon |  |
| 7 | 2/24 | Culture & Language Learning | * DeCapua & Wintergerst Ch. 6 * Moran * H: Reyes | Research Paper Due |
| 8 | 3/2 | ESOL Case Study Analysis | * Read your assigned Case study which will be posted on Canvas. * <https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/> * H: Hayslip |  |
| 9 | 3/ 9 |  | * Spring Break |  |
| 10 | 3/16 | Culture & Identity of the EL | * Schwartz et al * Compton-Lilley * H: Ansary |  |
| 11 | 3/23 | Culture and Non-verbal Communication | * DeCapua & Wintergerst Chapter 4 * Gregersen & McIntyre * H: Samuelsson | English Learner Interview |
| 12 | 3/30 | Sociopolitical Factors in EL Education | * Gorski * Medgyes * H: Perez-Firmat | Concept Test |
| 13 | 4/6 | Culture & Racism | * Nieto & Bode * Ting-Toomey & Chung * H:Dumas |  |
| 14 | 4/13 | Doing Culture in the Classroom | * Wintergerst & McVeigh * Souto-Manning * H: Marafioti | English Learner Lesson Plan |
| 15 | 4/20 | Wrap-up Discussions & Activities | * Vandrick | Boundary Crossing Paper |

## Calendar of Assignments and Exam Due Dates

| **Due Date** | **Assignments and Exams** | **Points** |
| --- | --- | --- |
| 2/10//20 | Engagement Plan | 15 |
| 2/24/20 | Cultural Research Paper | 50 |
| 3/23/20 | English Learner Interview Paper | 40 |
| 3/30//20 | Concept Test | 45 |
| 4/13/20 | English Learner Lesson Plan | 50 |
| 4/20/20 | Boundary Crossing Paper | 40 |
| Throughout semester | Class Participation | 30 |

## Grading Policy

Assignments will be graded according to the categories on the specified rubric in Canvas. Students may not revise and resubmit for higher grades. This course does not have extra credit, so it is important to complete each assignment carefully. Late work will be penalized 5 % per day. There will be no final exam in this course. Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

Auburn University considers all of the following reasons to be an excused absence:

1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

If you have an excused absence, it is your responsibility to contact the professor and make arrangements to make up the work that you missed.

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

## University Policies

There are important university policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and degree requirements. Please see the following link for more information <http://bulletin.auburn.edu/thegraduateschool/other/#generalregual>

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### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, course loads/overloads, etc. <https://sites.auburn.edu/admin/universitypolicies/Policies/GraduateSchoolPolicyonWithdrawingfromCourses.pdf>

### Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact the Office of Accessibility, located in Haley Center, Room 1228, Phone: (344) 844-2096, as early as possible in order to avoid a delay in receiving accommodation services. Use of OA services, including testing accommodations, requires prior authorization by the Office of Accessibility. For more help see [Steps to Receive Accommodations https://cws.auburn.edu/Accessibility/cm/prospective](https://cws.auburn.edu/Accessibility/cm/prospective).

#### Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Office of Accessibility if other classroom accommodations are needed.

### Academic Integrity

Students should be familiar with the university’s [Academic Honesty Code https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf](file:///C:\Users\rennesr\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RVZWJHZ4\Academic%20Honesty%20Code%20https:\sites.auburn.edu\admin\universitypolicies\Policies\AcademicHonestyCode.pdf). Your own commitment to learning, as evidenced by your enrollment at Auburn University and the university’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the university. For this class, all assignments are to be completed by the individual student unless otherwise specified.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Writing Center website http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/) for more information on how to schedule time with a tutor.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well being. The [SCS website http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.