

**CTES 7470**

**Auburn University**

Department: Curriculum & Teaching

Program: ESOL Education

Course Title: Issues in ESL Education

Course Credit: 3 hours

Semester: Summer 2016

Instructor: Dr. Jamie Harrison

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Office: Harrison: Haley Center 5080

Office Hours: Wednesdays 8 – 12; or by apt.

Schedule: Wednesday 1 – 9 p.m.

Prerequisites: Graduate level standing

**1. COURSE DESCRIPTION**

**Catalog Description:**

This course explores central issues in the teaching and learning of English as a second language in pre-K-12 settings. Through interaction with current research and theory, students will examine and critique U.S. language policy, language service programs for English language learners (ELLs), linguistically diverse schooling, and culturally relevant pedagogy in second language teaching.

**Text:**

* Suarez-Orosco, Suarez-Orosco, M., & Todorova, I. (2008). *Learning a New Land: Immigrant Students in American Society.* Cambridge, MA: The Belknap Press of Harvard University Press.
* Nieto, S. (2010) *Language, Culture, and Teaching: Critical Perspectives*, 2nd ed. New York: Routledge.
* Other readings as assigned.

**Course Objectives:**

Upon completion of this course, students will be able to demonstrate knowledge and ability in relation to the following standards:

|  |  |
| --- | --- |
| **(2)(b)1.(i)** | Knowledge of:  |
| **(2)(b)1.(i)(I)** | The **wide range of cultural values and beliefs represented by the ELLs cultures** in the context of teaching and learning.  |
| **(2)(b)1.(i)(II)** | The effects of **racism, stereotyping, and discrimination** in the context of teaching ESL.  |
| **(2)(b)1.(i)(III)** | **The importance of home/school communication with ESOL families and appropriate techniques** for fostering communication. |
| **(2)(b)1.(i)(IV)** | The **interrelationship between language and culture** and the **roles of language and ethnicit**y in a multicultural society.  |
| **(2)(b)2.(i)** | Knowledge of:  |
| **(2)(b)2.(i)(I)** | **How an individual’s cultural identity affects their ESL learning** and **how levels of cultural identity will vary widely** among students.  |
| **(2)(b)2.(i)(II)** | **Cultural conflicts and home-area events that can have an impact on ELLs’ learning.**  |

**2. COURSE REQUIREMENTS**

**Course Requirements/Evaluation:**

Preparation for and participation in each class session is an expected part of this course. Each of the following major assignments will have a separate handout detailing the instructions, expectations, and grading criteria.

1. **Weekly activities (6 @ 25 pts each):** Weekly activities are listed in the syllabus and will also be posted in Canvas. Some will be due online, and some will be due in class. The actual activities listed are subject to change based on class progress; please check Canvas Weekly Module for the most up-to-date information. Please do not work ahead.
2. **Immigrant Perspectives Case Study and Presentation (200 points): Details to be announced.**
3. **Issues in ESL Education Persuasive Pechakucha: Topics and requirements to be announced.**

**Distance Student Requirements/Expectations:**

It would be preferable for distance students to be able to join us “live” on Wednesday evenings for the class session. We can use the Scopia platform for this; please let me know if you would like this option. The following will be available to asynchronous distance students:

- full Panopto recording of F2F class sessions

- Canvas modules that outline weekly expectations

- Canvas Distance discussion boards

- Scopia chat sessions as requested

Distance students follow the same weekly schedule as F2F students, and adhere to all assignment due dates as listed in the syllabus or outlined in Canvas as the course proceeds.

**Evaluation and Grading Procedures**

Class absences, for any reason, do not extend scheduled due dates. It is the responsibility of the student to keep aware of these deadlines and to plan his/her workload accordingly. Assignments submitted up to one week after the due date will receive half credit. No extra credit will be offered. All assignments are graded according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. The instructor adheres firmly to the University’s statement on academic conduct/plagiarism. Based on these evaluation criteria, students’ final grade will be determined by the following.

**Grading and Evaluation:**

Late assignments will result in a 10% grade deduction per weekday, to a maximum 30% lost points. The grading scale will be:  90-100%  = A; 80-89  = B; 70-79  = C; 60-69  = D; 0-59  = F

\*\*\*Not completing one or more assignment will earn the student a grade of “F.”

**3. University and College Policies**

**Class Policy Statements:**

Attendance: Attendance is mandatory. Students are expected to attend all classes, to arrive on time, and to remain in attendance until class is over. Excused absences must be arranged with the instructor prior to the absence. Students are responsible for missed work resulting from an excused absence. Participation in class discussion is also mandatory. Failure to participate on a regular basis will negatively impact students’ grades.

Participation: 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. Students are responsible for initiating arrangements for missed work.

Unannounced quizzes: There will be no unannounced quizzes in this course.

Accommodations: Students who need accommodations are asked to arrange a meeting during

office hours the first week of classes, or as soon as possible if accommodations are needed

immediately. If you have a conflict with my office hours, an alternative time can be arranged. To

set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo

and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo

but need accommodations, make an appointment with the Program for Students with Disabilities

at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and

Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected

to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Justification for Graduate Credit**

This course is addressed to in-service teachers seeking ESL certification and, therefore, must be offered for graduate credit. CTES 7470 offers a comprehensive study of sociocultural, sociopolitical, and linguistic issues related to the teaching and learning of English as a second language in U.S. public schools. The course provides theoretical underpinnings for language policy and practice through the examination of current research in ESL. Examination of these issues is necessary for a thorough understanding of language minority students, educational language policy, and ESL instruction.

4. TENTATIVE SCHEDULE

\*Please note that this is a tentative summary of the schedule and may change during the semester. Follow the assignments on the weekly modules in Canvas.

**Course Content and Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Topic** | **Outside Reading & Prep PRIOR to class session** | **Assignments & DUE DATES**  |
| **1** 5/25 | Intro, Course overviewBias, Race & Prejudice StereotypesIssues Presentation AssignmentsFINAL PROJECT DETAILS | CHOICE1. MacIntosh: White Privilege
2. Vedantam: Implicit Beliefs
3. Hoyt: Pedagogy of Meaning of Racism

View: Homostereotypus: Wired for Trouble- 2 videos <http://www.understandingprejudice.org/multimedia/stereo.htm>Nieto Intro, pg. 1 – 23; ch. 1 & 2 | Activity 1: The Race Card Project (due 5/25 online)Activity 2: Culture in a Bag (bring to class)Discussion 1 Preparation: select a passage (include APA citation of resource and page number) from the various required readings. Bring/prepare bullet point discussion of ideas related to this topic. |
| **2** 6/1 | Culture, Cultural Identity, and Language; Culturally Responsive Teaching | Nieto, ch. 3 & 4View: Living in AmericaSuarez-Orozco, assigned chapter CHOICE1. Saville-Troike
2. Parrish
 | Activity 3: Culture Lesson AActivity 4: Legal History Timeline (in class activity - due 6/1 online)Discussion 2 Preparation: Learning a New Land Chapter Graphic Organizer |
| **3** 6/8 | Current Issues of Immigrants & Immigration: Political & Legal Conditions; Public Schools | Nieto, ch. 5Suarez-Orozco assigned chapter View: Speaking in Tongues  | Activity 3: Culture Lesson BActivity 5: Learning a New Land chapter summary and discussion (due 6/8 in class)Discussion 3 Preparation: Responses to Speaking in Tongues – find one news article or academic article about something from the movie  |
| **4** 6/15 | Current Issues of Immigrants & Immigration: Home/school communication; bilingual education | Nieto, ch. 6WIDA Bulletin – Language &CultureRelated Article of choice | Activity 3: Culture Lesson CActivity 6: Movie Review (submit online/bring to class also due 6/15 in class)Current Issues Presentation (Pechakucha) (due 6/15 in class)Discussion 4 Preparation: plan to share the insights you gleaned  |
| **5** 6/22 | Immigrant Perspectives |  | Activity 3: Culture Lesson DFINAL PROJECT: Immigrant Perspectives Project Presentations (at the library?) |