Linguistic/Cultural Diversity in Education

The mission of the School of Education, Health and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate: intellectual curiosity and rigor; reflective, research-based practice; collaboration and consensus building; field-oriented service and community outreach; and cultural sensitivity and understanding.

COURSE INFORMATION

Course Instructor: Mary Ann M. Hartshorn, Ph.D.
Office: Room 335 Education Building, 86 Wentworth
Office Hours: North Campus, Thursdays, 4-6 p.m. or by appointment

BEST POINT OF CONTACT: Please use OAKS for all correspondence.
If there is an emergency, you may send an urgent email to marhartsho@comcast.net or call 410- 688-5774.

Session Format: Online with three (3) face to face, mandatory sessions and six (6) optional face-to-face tech support/advising sessions.

Face to Face Session Dates and Times: 5-8 p.m., Thursdays: August 23, October 11, December 6.

Optional Support Dates and Times: September 6 from 4-6 p.m., September 8 from 10 a.m.–noon, October 20 from 10 a.m. –noon, November 8 from 4-6 p.m., November 10 from 10 a.m.–noon, November 29 from 4-6 p.m. I have tried to spread out optional support times so there are evenings and Saturdays available. I know some of you are a good distance from campus. Please let me know ahead of time if you are coming. I will be at the North Campus, but if it is tech support you need, I will ask Ms. Finch if she might be available as a resource as I am new to OAKS.

Location: Lowcountry Graduate Center, Room 116
Course Credit: 3 Graduate Hours – College of Charleston

COURSE DESCRIPTION

This is a survey course intended to provide pre-K through grade 12 educators with an understanding of the teaching and learning issues affecting linguistically and culturally diverse schools. Topics will include, but not be limited to: a brief history of bilingual education, cultural and learning style preferences, cultural influences in curriculum and materials, the legal issues related to serving limited English proficient learners, approaches to ESOL program development, culturally appropriate assessment strategies and home, school and community collaborative partnerships.
COURSE GOALS

By engaging in individual and shared interpretations of multiple course texts (books, articles, online resources, in-class handouts, etc.) and by fully participating in all required course assignments and activities, the goals of this course are to support students as they seek to:

1) gain theoretical and practical knowledge of historical and emergent issues of cultural and linguistic diversity as these issues impact teachers and learners locally, nationally and internationally;
2) critically examine the role that both culture and linguistics play in literacy development in culturally and linguistically diverse classrooms;
3) actively and responsibly participate in a professional learning community seeking to advocate for and practice effective teaching and learning practices for all learners; in particular, those students and families who are non-native English speakers.

COURSE TEXTS

There are several categories of texts that you will read for this course. You will receive additional instruction on reading assignments for each of these texts, in general, at the beginning of the term, and in more detail as they are assigned/selected during the course of the term. In other words, you will not be expected to read each text in its entirety during the course of the term. OAKS, particularly the lesson module “lectures” will be used as a required text in the course. You will also be expected to regularly access, read and engage in the use of journal articles, quizzes and other learning resources as essential course readings.

**Required**

http://www.gettextbooks.com/search/?isbn=9780137145034


COFC ESOL Department. OAKS-based Course Learning Module Lectures. **TO GAIN ACCESS TO OAKS go to My Charleston**

**Book Study Selection**


## COURSE OBJECTIVES

All teacher preparation programs in the School of Education, Health and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess, and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>School of Education, Health and Human Performance (EHHP) Standards*</th>
<th>Teachers of English Speakers of Other Language (TESOL/NCATE) Standards**</th>
<th>National Board for Professional Teaching Standards (NBPTS) – English as a New Language Standards***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish cultural bias in instructional practices, materials and tests.</td>
<td>VI</td>
<td></td>
<td>III, VII, IX</td>
</tr>
<tr>
<td>Demonstrate an understanding of various aspects of culture and communication and the interrelationships among culture, language and communication.</td>
<td>I, II</td>
<td>These course objectives reflect the inter-related components of the TESOL/NCATE Standards:</td>
<td>I, II, III</td>
</tr>
<tr>
<td>Demonstrate familiarity with cross-cultural differences in the areas of appropriate social behavior, school behavior, gender roles, religion and non-verbal communication.</td>
<td>I, VII</td>
<td>Language, Culture, Instruction, Assessment, and Professionalism</td>
<td>VIII</td>
</tr>
<tr>
<td>Demonstrate an understanding of different barriers to effective intercultural communication and factors in cross-cultural effectiveness.</td>
<td>I, III</td>
<td>(see graphic on following page)</td>
<td>VII, XI</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

Develop an understanding of the nature and role of culture in communication. | II | II, III

Develop a plan for increasing the awareness of various cultures within individual school communities - through focusing on ways by which to involve immigrant children with their American peers in curricular and co-curricular activities. | III, IV, V, VII | IV, V, VII

Demonstrate competence in the knowledge of the pluralistic nature of U.S. society. | VII | I, II, III, XI

Articulate the role and importance of linguistics in an ESOL class. | I | II

EHHP TEACHING AND LEARNING STANDARDS

Standard I: Evidence theoretical and practical understanding of the ways learners develop.

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

Standard III: Evidence a variety of strategies that optimize student learning.

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

Standard V: Communicate effectively with students, parents, colleagues and the community.

Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Standard VII: Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.

** See the TESOL/NCATE Standards diagramed below:

1. Cultural Self-Awareness Study — Gollnick and Chinn (2002) reference the following microcultural elements as important identifiers that influence our perspective on how we see the world: gender, race, religion, ethnicity, age, education, social and economic class, and geographical area. As practitioners, your world perspective also shapes your views on your work in your professional learning community; specifically, it impacts your work with other educators, as well as your work with your students and their families.

The first assignment in this course is framed around this notion of a socio-cultural perspective on education. This is significant because effective teaching often begins with a working, constructed understanding of how you see yourself and the world in which you live. The purpose of this two-part, descriptive essay is to: 1) begin to identify and to depict an understanding of the diversity of your personal cultural identity, and 2) to analyze how your self-identified, microcultural elements have contributed to your educational experience and to your beliefs and attitudes regarding what you value as an educator.

Step 1: PART I — IDENTIFICATION & DEPICTION OF MICROCULTURAL ELEMENTS – After reading Gollnick & Chinn (2002) chapter 1 (Under the Contents section), identify at least 6 of what you consider to be your microcultural elements and concisely depict them visually (in a chart, diagram, or by using a graphic organizer or other media-generated image) in order to represent these elements. You might use any graphic organizer related to identity to spur your thinking. You might also consider the use of words or phrases to briefly describe within your visual your chosen microcultural elements, such as: 1) age/age group (32, 30 - 35 or more creatively as in “a child of the 80’s”, ‘Gen X”, or perhaps you are a “Baby Boomer”); and similar for 2) gender; 3) race and/or ethnicity; 4) educational history; 5) social and economic class; and, 6) religion.

Step 2: PART II—CULTURAL ANALYSIS — Make reference to your visual depiction of your selected microcultural elements in this, the personally narrative, but analytical section of your essay. Briefly describe each of these elements of your identity in greater detail than the label in your visual, and then give 2-3 concise, but specific examples of some of your related personal and professional values. In your descriptive analysis, consider from where these values might have come. How do you think these values are influenced by your experiences and your culture? From a cultural perspective, what has influenced you and the way you think about life? For example, think about what has influenced the way you think about school, learning, working, your purpose in life, success/achievement, and how you think about our world, in its past, present, and future states? What is the value in your family regarding education, honesty, family, foreigners, race and ethnicity, etc? Describe any changes/adaptions you think you’ve made in the values passed on to you by previous generations. How, and why did you make them?

Step 3: PAPER FORMAT— Make sure your finished product conforms to the writing format and assessment criteria listed below. In terms of format, the essay should be 12 pt, typed, double-spaced, and between three to five pages total, not counting a cover page and perhaps references (If you’ve chosen to make any.). Include a non-numbered cover page, and the page number on all of the following pages. Make sure to include any cited references in your essay. Use APA style (Log on to APA website for guidelines or owl@purdue.)

Step 4: SUMMARY & POSTING — Once you are finished with your essay and have submitted it to the instructor (via OAKS mail), condense a one page summary of your essay to share publicly through a posting on OAKS.
**REQUIREMENTS AND ACTIVITIES**

**Assessment Criteria for the Cultural Self-Awareness Study**
- Length: 3-5 pages. (To be fair, I must stop reading your essay after the 5th page.)
- At least 6 aspects of your microcultural elements have been identified in a visual depiction.
- Using the elements identified, the analytical part of the essay presents evidence of details and specific examples that describe how the author sees himself or herself and what he or she values.
- Through 2-3 clear examples, there is evidence conveyed of the relationship between cultural elements and the way he/she thinks about school, learning, working and/or the purpose of life.
- The paper is organized, and clearly and concisely written using the written format as a guideline.
- The paper shows evidence of analytical and scholarly thought development, such as searching, questioning, reflecting and synthesis.

**Due Date for Paper: September 10. (Optional Support on 9/6 and 9/8)**
Summary needs to be posted no later than September 12.

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2. **Inquiry Paper** – This inquiry paper assignment is based on a practical and/or theoretical question that you are interested in thinking about and sharing in a systematic and intentional way. Ground your inquiry in a topic that relates to your past, present, or future work interests and/or experiences with culturally and/or linguistically diverse populations. **It is strongly suggested that you keep a personal reflection journal as you complete this assignment.** You will not be required to turn your journal in with your paper, but it will help you to systematically and intentionally support and chronicle your thought development over the phases of this project. Make sure to read this assignment in its entirety before you begin. In your inquiry paper you will briefly describe your process and your significant understandings attained at each phase of your work:

**Phase 1 — Book Study** — Choose a book from the list in “Book Selection” section above. Everyone must select a different book. Email your selection to Allison Carnevale (Content Assistant in OAKS). First come, first serve.
On our next FACE to FACE, October 11, you will present important elements and questions related to your reading of the book. Be prepared to discuss and share **5 to 7 of the most important points (with page numbers) raised by your selected text**. Post the title and author of your book and a list of these findings and page numbers on the OAKS discussion before you leave on the 11th. You will be able to share insights from other books that might flesh out your own inquiry question.

**Phase 2 — Developing a Question** — As you are reading and listening to others present, develop one guiding question for your own individual inquiry paper. This question should be something that has intrigued or puzzled you from the discussions of books and course readings, your work in classrooms, and/or from your lifetime of experiences.

**Phase 3 — Reviewing Scholarly Literature for Big Ideas** — Try to gain insight into your question by reviewing additional academic literature on the subject (peer reviewed journals, organizational websites and publications, etc.). After reading and thinking across multiple sources, narrow down and identify two or three “big ideas” that you’ve found in the literature related to your topic. Make sure to cite, in APA style, the references that support what you see as “big ideas” in the literature related to your topic. (See APA style review in OAKS.)
Phase 4 — Action Plan/Intervention/Interview — With the limited time that you are permitted, construct and implement a related action plan/learning intervention that will give you some insight into your question. Engage in a short analysis of an action (an interview or participant observation at a cultural event) or intervention (try out a learning strategy with students or participate in community service learning activity) within a culturally and/or linguistically diverse population. This action or intervention should be something that you enact during this semester, not something you did in the past and reflect upon for this assignment. Past experiences may help you to shape your question, but this assignment is about adding to your experience.

Phase 5 — Crafting your Draft and Paper — Construct a written inquiry draft due November 4 by midnight (support available on 11/8 and 11/10) and paper due November 15 by 8:00 p.m. based on your notes from the multiple phases of this endeavor. Focus on your inquiry question, what you’ve read and experienced, but also on your inquiry journey – What did you learn along the way, and what do you “know for sure” by the end of this inquiry experience? What still puzzles you? Finally, address the “so what” of this inquiry ... What about this topic of inquiry might be significant or interesting to others like yourself? How might this experience shape your future work with culturally and linguistically diverse populations of English Language Learners.

SUGGESTED TOPICS: Topic must be submitted to me no later than October 18

- adolescent & adult ELL instruction
- applied linguistics
- arts-based literacy strategies
- content literacy strategies
- cultural stereotypes
- cultural values/religion/morals multicultural education
- dialect & “Standard English”
- diversity in educational TV
- gender and literacy assessment and cultural bias
- limited-formal schooling
- parental involvement preserving home language skills
- race/ethnicity
- reading comprehension
- response to intervention
- socio-linguistics
- student access to technology
- teacher expectations
- teacher identity in the classroom
- testing & the achievement gap
- culture of U.S. immigration
- bilingual education
- transnational identities
- writing/speaking/listening/grammar

>> If you are writing about culture, make a connection between your content and English Language Learners (ELLs). If you are writing about linguistics, incorporate language development issues and ELLs.
Assessment Criteria for Inquiry Paper

- 6-9 pages (no more, no less; not counting cover page and references)
- APA style citations and reference page (Log on to the APA website for guidelines.)
- Must demonstrate relevancy to ELLs
- Must use literature to support arguments. You must use information from peer reviewed articles.

A draft of this paper is due to the instructor and one inquiry partner November 4 in order to obtain timely feedback. You may want to schedule an office hour meeting to review your feedback on 11/8 or 11/10. (Since a number of you may seek assistance, please contact me about a specific time. Post the paper and a one-page summary on OAKS by November 15.

Tips on Interviewing — It stands to reason that you would strongly consider interviewing someone from a cultural or linguistic background that is different from your own for part of your inquiry analysis. Personal insight together with academic theory and practical considerations will add great insight into your inquiry. In a 20 -30 minute interview, you may want to focus on the following: age of interviewee; Gender; home language; place of origin; grade level, if in school; highest grade of education if an adult; your educated guess as to their socio-economic status here and in their place of origin; their experiences in school; their hurdles to learning English; their view of American culture; their view of American schools; their story of coming to America (please be especially careful and sensitive with how you ask about this). Include what they think is important, not just what you think is important. You should reflect on the lessons that you have learned from this individual. You might also state how this interview influences your teaching of English Language Learners/ESOLs and their families. Take care to gain appropriate trust and permission, and to protect the confidentiality of your interviewee.

3. Cultural Strategies Presentation — Each student will work individually or with a partner (your choice) that will select a different culture/ethnicity with at least a modest representation in South Carolina (seek state-wide demographic data such as US Census, school data or visit sites such as epodunk.com or StateMaster.com and make sure to include and reference this data in your presentation).

The purpose of this presentation is to help the presenter and others in the class gather information about how best to teach all children in a culturally and linguistically diverse classroom context.

- The first part of the presentation will be a Powerpoint that will address family structure and hierarchy, values, religion, non-verbal communication, political status, views of success/achievement, teachers and education, etc.
- The second part of the presentation should be an MSword document or PDF that focuses on a sharing a list of 10-15 strategies/resources that can benefit this chosen group, especially; yet, also positively impact the academic context of a culturally and linguistically diverse classroom. If partnered, each group member is required to contribute to both parts of the presentation.
REQUIREMENTS AND ACTIVITIES

Assessment Criteria for the Cultural Strategies Presentation (see end of syllabus for the scoring rubric)

• The presentation addresses most of the following: family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.
• Information presented is substantiated, accurate and instructionally relevant to teachers.
• Presentation, including the follow-up Q&A, is lively, informative, complete and on time.
• Presentation includes effective visuals, handouts and a sharing of educationally credible resources and strategies.

Due Date for Cultural Presentation: December 6 at our final Face to Face.

4. Quizzes & Learning Module Lectures — All students are responsible for learning how to access OAKS to complete the course requirements and for course communication. Lectures and quizzes are individual, not group assignments and will remain available for at least one week on OAKS. Please note that the OAKS quiz component of this course has been set to start on midnight seven days before the deadline (12:01 a.m). The Quiz will not be available past midnight of the day it is due. For example, you will have to submit your first quiz before midnight on 9/11.

5. Participation — All students are expected to have read the assigned material before commenting on OAKS. All are expected to participate and share their knowledge. In OAKS with duplicates sometimes sent through emails as reminders, the instructor will pose questions based on readings and student postings. Additional readings may be added as the class progresses. Not logging on to OAKS for any particular week will be counted as an absence. Weekly participation in the course is mandatory.

GRADING

Please keep a running average of your grades.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number of points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural Self-Awareness Study</td>
<td>40 pts</td>
<td>9/10</td>
</tr>
<tr>
<td>Cultural Self-Awareness Study One-Page Summary</td>
<td>10 pts</td>
<td>9/12</td>
</tr>
<tr>
<td>Where I Am From (personal)</td>
<td>10 optional bonus pts</td>
<td>Any time before Dec. 6</td>
</tr>
<tr>
<td>Where I Am From (students)</td>
<td>10 optional bonus pts</td>
<td>See Directions on OAKS</td>
</tr>
</tbody>
</table>
### GRADING

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number of points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Book Discussion/Presentation (MidTerm)</td>
<td>40 pts</td>
<td>10/11</td>
</tr>
<tr>
<td>Page Summary with page numbers</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>3. Inquiry Question/Topic</td>
<td>20 pts</td>
<td>11/4</td>
</tr>
<tr>
<td>Inquiry Paper Draft</td>
<td>10 pts</td>
<td>11/15</td>
</tr>
<tr>
<td>Inquiry Paper &amp; One-Page Summary</td>
<td>60 pts</td>
<td>11/15</td>
</tr>
<tr>
<td>4. Cultural Strategies Presentation (Final)</td>
<td>100 pts</td>
<td>12/6</td>
</tr>
<tr>
<td>5. Quizzes and Learning Module Lectures</td>
<td>5 pts X 18 quizzes = 90 pts total</td>
<td>Follow the course schedule. One quiz per lecture.*</td>
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<tr>
<td>6. Participation</td>
<td>30 pts</td>
<td>Throughout the term, online and face to face.</td>
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**TOTAL POINTS POSSIBLE: 400 pts**

### GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D**</td>
<td>70-73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

**A grade of 73 or below is considered a failing grade for all Graduate courses.**

**IMPORTANT NOTE: IF YOU ARE A SCHOLARSHIP RECIPIENT, YOU MUST EARN NO LESS THAN A “C” IN THIS COURSE. IF YOU EARN LESS THAN A “C,” YOU WILL BE HELD RESPONSIBLE FOR TUITION. IF YOU ARE NOT A SCHOLARSHIP STUDENT, REMEMBER THAT AT THE GRADUATE LEVEL, ALL GRADES BELOW A “C” BECOME AN “F,” AS PER SCHOOL OF EDUCATION POLICY.**
STUDENT EXPECTATIONS AND ATTENDANCE POLICY

Students are expected to follow EHHP policies and procedures as well as to:

1. Attend all classes. Students who miss more than one class (don’t log on for a whole week) will be withdrawn from the course. See instructor as soon as possible if there is an attendance concern at any given time.
2. Actively participate and contribute during class discussions and in cooperative groups.
3. Check your email messages and OAKS announcements.
4. Submit assignments to the correct location by the announced due dates. If you send an assignment as an attachment, keep the message in your computer. Do not delete it. If for some reason your message is lost or does not arrive on time, that message is the only proof you have that you actually sent the attachment.
5. Follow all directions for assignments: word processed, neat, and free from spelling, mechanical, and usage errors.
6. Remember that late work will be accepted; one letter grade will be deducted for each day the work is late. Example, if a paper is due on Saturday and it is sent on Monday, the assignment will be dropped two letter grades even before it is evaluated.

Professional Behavior/Dispositions:
Students are responsible for all content and assignments for each class. They will be expected to demonstrate professionalism by demonstrating the following dispositions:

1. The belief that all students can learn.
2. Value and respect for difference.
4. Intellectual curiosity and willingness to learn new knowledge.
5. A commitment to inquiry, reflection and self-assessment.
6. Value of responsible, collaborative, and cooperative work.
7. Sensitivity to community and cultural context.
8. Responsible and ethical practice.

As a COFC student you are expected to adhere to the CofC Honor Code http://studentaffairs.cofc.edu/general_info/honor_system/index.html.

Attendance: Class attendance and punctuality are expected professional behaviors. Specific attendance requirements for each course are outlined in the syllabus. A student may be dropped from a course for excessive absences, based on the class attendance requirements specified in the syllabus.