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Class Hours: Online  
Location: North Campus, North Charleston  
Credit: 3 Graduate Hours – College of Charleston  

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

Course Description:  
This is a survey course intended to provide pre-K through grade 12 educators with an understanding of the issues affecting linguistically and culturally diverse learners in schools in the USA. Topics include 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 collaboration.  

Course Goals: To help students  

•familiarize themselves and come to an appreciation of different cultures and the role culture plays in the ESOL classroom.  

•understand the role of linguistics in learning English for non-native speakers.  

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

•distinguish cultural bias in teaching materials and tests. Standard(s) VI*  

•demonstrate an understanding of various aspects of culture and communication and the interrelationships among culture, language and communication. Standard(s) I, II  

•demonstrate familiarity with cross-cultural differences in the areas of appropriate social behavior, school behavior, gender roles, religion and non-verbal communication. Standard(s) I, VII  

•demonstrate an understanding of different barriers to effective intercultural communication and factors in cross-cultural effectiveness. Standard(s) I, III  

•develop an understanding of the nature and role of culture in communication. Standard(s) II,
•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. Standard(s) III, IV, V, VII

•demonstrate competence in the knowledge of the pluralistic nature of U.S. society. Standard(s) VII

•articulate the role and importance of linguistics in an ESOL class.
*School of Education Standards

Course Requirements and Activities

1. Cultural Self-Awareness Study - Becoming a teacher begins with an understanding of self. We begin with a cultural perspective. There is a direct correlation between the beliefs and attitudes teachers hold and teacher behavior in the classroom. The purpose of this self-assessment is to begin to identify and understand your cultural elements and how they have contributed to your educational experience and your beliefs and attitudes regarding education. Using the articles in section two of the text, perspectives on human diversity and the example in the Gollnick and Chinn article, identify yourself and your micro-culture elements. Then describe some of your values and consider from where they might have come. From a cultural perspective, what has influenced you? What has influenced the way you think about school, learning, working, your purpose in life? Be specific. For example, what is the value in your family about education, honesty, family, foreigners, race, and ethnicity? Comment on any changes you think you’ve made in the values passed on to you by the previous generation. The assignment should be about three pages, with a fourth page for your culture circle. Include a cover page, and number all your pages.

•Assessment Criteria for the Cultural self-awareness Study

•Length: 3-5 pages. (Instructor will stop reading at the end of the 5th page.)

•clear synthesis and understanding of construction of personal identity

•Identification of micro-cultural elements of your culture particularly those that influence your values and view of self, others, education, etc

•Using the elements identified, the paper presents the student’s culture story.

•The student was able to relate cultural elements to the way he/she thinks about school, learning, working and/or the purpose of life.

•The paper is clearly and concisely written.

•The paper shows evidence of searching, questioning, and thinking.

•Students will also condense information into a one-page summary to be posted on WebCT group section.
2. **Cultural Presentation** - Each student will work with a group that will select a different culture/ethnicity with at least a modest representation in South Carolina. The presentation will address family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc. The purpose of this presentation is to help the presenter and others in the class gather information about how best to teach children from other cultures. Visuals and handouts must be included. Students may include music, manipulatives, activities, or any component that will make their presentation more professional. See end of syllabus for rubric.

• **Assessment Criteria for the Cultural Presentation**

  - The presentation addresses family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.
  
  - Information presented is relevant to teachers.
  
  - Presentation is lively and informative.
  
  - Presentation includes visuals and handouts.

3. **Research Paper** - Possible topics:

  - stereotypes
  - multi-cultural education
  - bilingual education
  - non-verbal communication
  - assessment and cultural bias
  - writing/speaking/listening
  - ethnicity
  - social identify
  - socio-linguistics
  - key researchers
  - phonology
  - grammar
  - values
  - immigration
  - race
  - gender
  - syntax
  - applied linguistics

If you are writing about culture, make a connection between your content and ESOL students. If you are writing about linguistics, focus on English Language Learners.

• **Assessment Criteria for Research Paper**

  - 5-6 pages (no more, no less)
  - APA style (Log on to the APA website for guidelines.)
  - Must demonstrate relevancy to English Language Learners
  - must use literature to support arguments.
  - Students will post a one-page summary on WebCT group section.

• **Interview** - Each student will interview a non-native English speaker or someone who does not consider himself/herself from the American mainstream. You may interview a child or an adult. Discuss the following: experiences in school, hurdles to learning English, their view of American culture, etc. Expect to interview the participant for at least half an hour to get all the information you need. Students will present findings to class.

• **Assessment Criteria for Interview**

  - 2-3 pages
*APA style
*Include the following:
  * Age of interviewee
  * Sex
  * 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
  * Include what they think is important, not just what you think is important.

*Students will summarize information and post on WebCT.*

**Participation** - All students are expected to have read the material before commenting on WebCT. All are expected to participate and share their knowledge. Instructor will pose questions based on readings in textbook and student postings. Additional readings may be added as class progresses. Not logging on for any particular week will be counted as an absence.

### Grading:

- Cultural Self-Awareness Study: 40 pts.
- Cultural Self-Awareness Study One-Page Summary: 10 pts.
- Cultural Presentation (Final): 100 pts.
- Research Paper: 50 pts.
- Research Paper One-Page Summary: 20 pts.
- Quizzes: 90 pts. (one quiz per lecture)
- Participation: 20 pts.

Please keep a running average of your grades and read the School of Education grading policy found at the end of this syllabus.

### Schedule

Lectures and Quizzes will remain available for two weeks. Quizzes will not be made available after their two week appearance on WebCT.

**Day 1: face to face session August 28 at the North Campus 8:45-2:45PM**

- Introductions
- Syllabus Review
- Netiquette
- Video
- WebCT Tutorial
- Discuss assignments and course

**End of Week 1**

- **September 4th**
  - Address Prompt: Many people say America’s diversity is its strength. How is that so? Others say it is also America’s weakness.
  - Midnight: How is that so? Is it possible both statements are correct? If so, how?
  - Make sure you have logged on and addressed the prompt.
End of Week 2
Sep 11th
• Lecture: Culture I: What Is It? Introduction (I) plus quiz* (Spanish)

End of Week 3
Select one article in Section 2 of the assigned text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel, and c) so what?
Sep 18th
Lecture: Culture II (Vietnamese) plus quiz and High Context and Low-Context Cultures (German) plus quiz

End of Week 4
Sep 25th
DUE: Culture Self-Awareness Summary (Post on threaded discussion for class to view.)
Intercultural Communication (French) plus quiz

End of Week 5
Oct 2nd
Select one article in Section 3 of the text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel, and c) so what?

Getting to Know Another Culture I (Polish) plus quiz

End of Week 6
Oct 9th
DUE: Interview Due on October 9th
Getting to Know Another Culture-II (Swedish) plus quiz
Getting to Know Another Culture-III (Dutch) plus quiz
Getting to Know Another Culture-IV (Romanian) plus quiz

End of Week 7
Oct 16th
Lectures: The Nonverbal Language in Intercultural Communication–Lecture I (Arabic) plus quiz
The Nonverbal Language in Intercultural Communication–Lecture II (Russian) plus quiz

End of Week 8
Oct 23rd
Select one article in Section 5 of the text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel, and c) so what?
Lecture: Intercultural Communication and the Role of Interpreters (Portuguese) plus quiz

End of Week 9
Select one article in Section 6 of the text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel, and c) so what?
Lecture(s): Communicating with Non-English Speaking Parents (Armenian)
Oct 30th  plus quiz and Communicating with Non-English Speaking Parents: Written Communication (Tagalog) plus quiz

End of Week 10 Nov. 6th  Lecture(s): Culture Shock (Hebrew) plus quiz  Race: What Is It? (Hawaiian) plus quiz
Select a second article from Section 6 of the text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel, and c) so what?

End of Week 11 Nov. 13th  Due: Research Paper  Lecture(s): Stereotypes, Bias, and Prejudice (Swahili) plus quiz  Racism (Norwegian) plus quiz
Select a second article from Section 5 of the text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel and c) so what?

End of Week 12 Nov.20th  Due: Research Paper Summary on WebCT  Lecture: Closet Racism: What is it? (Italian) plus quiz
Select an article from either section 8, 9,10,11,12 & 13 of the text and post a short reflective summary of this article on WebCT! Include: a) why you choose the article, b) how it made you feel, and c) so what

End of Week 13 Nov.27th  Lecture: White Privilege (Ukrainian) plus quiz

End of Week 14 Dec 4th  Face-to-Face meeting at North Campus  Final – Cultural Presentation

*All lectures have one quiz.

Please note that the WebCT component of this course has been set to start a new week each Sunday at 12:01 a.m. New lectures and quizzes for the week will post at that time. A new week starts on Sunday at 12:01 and ends on the following Saturday at midnight. In case students fall behind, all lectures and quizzes will remain posted for two weeks, but discussions will continue as posted on the schedule.

Student Expectations:
Students are expected to follow School of Education policies and procedures as well as to:

• Attend all classes. Students who miss more than one class (don’t log on for a whole week) will be withdrawn from the course.

• Actively participate and contribute during whole-class discussions and in cooperative groups.

• Check your email messages.
• Submit assignments on 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.

• Follow all directions for assignments: word processed, neat, and free from spelling, mechanical, and usage errors.

• Remember that late work will be accepted; however one letter grade will be deducted for each day the work is late. Example, if a paper is due on Saturday and I receive it on Monday, the assignment will be dropped two letter grades.
Cultural Presentation Rubric

__________________________________________________________

Group Member Names

1. **Content** ................................................................. 10 Pts
The following are addressed: family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.

2. **Preparedness** .......................................................... 10 pts.
Students know their cues and parts and are working like a team, not like individuals who happen to be making a presentation.

3. **Relevancy** ............................................................... 10 pts.
What does this information have to do with English Language Learners?

4. **Handouts** ............................................................... 10 pts.
You will not have time to present all your information in 15 minutes, so your handouts are important. You must present the instructor with a hard copy of the handouts at the time of the presentation; however to save paper you may post your handouts on WebCT. Posted handouts must be posted by time of the presentation in order to receive credit.

5. **Timing** ................................................................. 5 pts.
You will have 15 minutes to make your presentation, with a four-minute window of error for which you will receive no penalties. In other words, you may have a presentation that is 13-17 minutes long. You will have points taken off your presentation if you fall below 13 minutes or go over 17.

6. **Professionalism** ...................................................... 5 pts.
Overall quality performance, handouts, manipulates, video clips, etc.

(Print this page. Include the names of all the members of your group and give a copy to the instructor on the day of the presentation when you come to class.)
The mission of the School of Education 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.

**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.
1. **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>
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<tr>
<td>B</td>
<td>83-87%</td>
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<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
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<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>
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**A grade of 73 or below is considered a failing grade for all Graduate courses.**

2. **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:
   - The belief that all students can learn.
   - Value and respect for difference.
   - Value of positive human interaction.
   - Intellectual curiosity and willingness to learn new knowledge.
   - A commitment to inquiry, reflection and self-assessment.
   - Value of responsible, collaborative, and cooperative work.
   - Sensitivity to community and cultural context.
   - Responsible and ethical practice.

3. **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.

4. **MAKE-UP EXAMINATIONS AND QUIZZES:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up. This is to be done as soon as possible after the missed examination/quiz.

5. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. Consequences related to late materials are determined by the professor.

6. **FINALS:** The final for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final through the Office of the Undergraduate Dean).

7. **RESEARCH PAPERS:** Papers will be typed (word processed) using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001).

*Applies to all EDEE and EDFS courses and all PEHD teacher concentration courses above the 200 level.

Revised 2/7/03

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.