Instructor: Alisa Rhoads  
Telephone Number: office (843) 706-8910, work cell (843) 321-1512  
Office Hours: by appointment  
E-mail: alisa.rhoads@beaufort.k12.sc.us  
Class Hours: Mondays 4:30-7:30 pm  
Meetings: August 22nd - December 4th 2017 Bluffton High School  
Location: Bluffton High School  
12 H.E. McCracken Circle, Bluffton, SC 29910  
Credit: 3 Graduate Hours – College of Charleston  

Prerequisites: None required  


Students will need Adobe Flash Player to watch videos.  

Attendance Policy:  

Attend all the sessions, participate, and post. ATTENDANCE: Your presence is required in each class. If you are absent more than ONE time this semester, 10 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Student illness reported by a health professional, Death in the family or of a close friend, Student hospitalized, Documented personal tragedy, and other. If you are not present when class starts at 4:30 pm and choose to enter class late, you are considered tardy. Being tardy two times will equal one absence. Students will not be withdrawn for excessive absences, but will lose points as per stated above. Students that miss or will need to miss class are asked to email about the absence.  

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.
**Student Learning Outcomes:** Students will:

- Familiarize themselves with 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.
- Gain knowledge needed in order to become informed advocates and change agents for multicultural teaching.

**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, II**
- 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*

**Navigational Tips**

1. All email correspondence must include the following subject line: EDFS 672 Fall ‘17
2. Attached documents should be in Microsoft Word.
3. Google Classroom Code: zx2bfwi
All Due Dates are on Course Schedule and posted in Google Classroom

Course Requirements and Activities

1. **Cultural Self-Awareness Study (40 pts.)** - 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. You are to identify yourself and your micro-culture elements. Describe some of your values and consider their origins. 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 are the values 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 3 to 4 pages, with an additional page for your culture circle, like the one you see below. Include a cover page, and number all your pages.
**Assessment Criteria for the Cultural Self-Awareness Study**

- 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.
- Clear relationship between cultural elements to the way he/she thinks about school, learning, working and/or the purpose of life.
- Clearly and concisely written.
- Paper shows evidence of searching, questioning, and thinking.

1a. **Students will also condense information into a one-page summary (10 pts.)**

2. **Cultural Presentation (100 pts.)** - 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 (100 pts.)** - Possible topics:

<table>
<thead>
<tr>
<th>Stereotypes</th>
<th>Ethnicity</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-cultural education</td>
<td>Social identity</td>
<td>Immigration</td>
</tr>
<tr>
<td>Bilingual education</td>
<td>Socio-linguistics</td>
<td>Race</td>
</tr>
<tr>
<td>Non-verbal communication</td>
<td>Key researchers</td>
<td>Gender</td>
</tr>
<tr>
<td>Assessment and cultural bias</td>
<td>Phonology</td>
<td>Syntax</td>
</tr>
<tr>
<td>Writing/speaking/listening</td>
<td>Grammar</td>
<td>Applied linguistics</td>
</tr>
</tbody>
</table>
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. Or owl@purdue--do a search on Google. It is an excellent resource)
- Must demonstrate relevancy to English Language Learners
- Must use at least 5 peer reviewed articles to support arguments.

**Students will submit a one-page summary. (10 pts.)**

4. **Interview (30 pts.)** - 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.

**Assessment Criteria for Interview:**

- 3-4 pages
- 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 submit.**

5. **The Most Important Things I learned (325 pts.)** – Students are to write two solid paragraphs about the most important things they learned for each chapter (no less than one page, but no more than two). Include what was learned and why it is important. Did you learn something you will implement in your class? How has your schema changed because of this new information?

6. **Participation (100 total pts)** – Students are to post comments at least once a week in response to peers’ The Most Important Things I Learned postings. Postings are expected to be informational, ones that enhance and encourage discussion about the topic. These discussions are the core of the course. The instructor will pose questions, ask for opinions and clarification; at times the whole class will be expected to respond to such a posting. At other times the questions, opinions, or clarifications will be directed towards one or a few individuals. Who should respond will be made clear in the post.
7. Focus on a Culture (100 pts.) – Students are to select a culture other than their own. They are to write a 5-6 page research-based paper on the major challenges faced by teachers when teaching students from these cultures. The paper should include historical, pedagogical, and cultural aspects. For instance, what should a teacher know if he/she has Hmong students in class? When teaching the Hmong, it is important to know their values and beliefs about social organization (their dominant organizational force is the clan) their history (fought on the American side during the Vietnam war and thus were hunted by North Vietnamese when the war ended – they have refugee status), their written language (it wasn’t created until the 1950s – think of the implications), spirituality (shamanism and ancestor veneration is still important).

8. Video Comments (60 pts.) - Students will view several videos and comment on them. What did you learn from the video? Why is it important to know this information? How can some of this information, although viewed from a business perspective, be generalized to fit the American educational system? Comments will be posted on the discussion page and students are expected to comment on peers’ postings.

   1. Geert Hofstede on Culture
      http://www.youtube.com/watch?v=wdh40kgY4YOY
   2. 10 Surprising Ways to Offend People in Other Countries
      http://www.youtube.com/watch?v=UTE0G9amZNk
   3. Culture Shock: International Student Perspective
      http://www.internationalstudent.com/study_usa/way-of-life/culture-shock/
   4. From the Sudan to the United States: Cultural Differences
   5. Confucian Values – Management in Chinese Cultures (Building Trust)
      http://www.youtube.com/watch?v=ahPGkPCXsSs
   6. Latino Learning Modules: Latino Culture and Cultural Values
      http://www.youtube.com/watch?v=15jdTQIr7j4

Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness Study</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Cultural Self-Awareness Study One-Page Summary</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Cultural Presentation (Final)</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Research Paper One-Page Summary</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Interview</td>
<td>30 pts.</td>
</tr>
<tr>
<td>The Most Important Things I Learned (13)</td>
<td>325 pts.</td>
</tr>
<tr>
<td>Participation- in class discussion groups</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Focus on a Culture</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Video Comments (6)</td>
<td>60 pts.</td>
</tr>
<tr>
<td>Chapter Quiz (13)</td>
<td>260 pts.</td>
</tr>
</tbody>
</table>

Please keep a running average of your grades and read the School of Education grading policy found at the end of this syllabus.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Monday, August 21</td>
<td>Course Syllabus, Introduction, Assignments, Groups Introduction</td>
</tr>
<tr>
<td>Monday, August 28</td>
<td>Quiz Chpt. 1, Chapter 1: Multicultural Schools: What, Why, and How</td>
</tr>
<tr>
<td>Monday, September 11</td>
<td>Quiz Chpt. 2, Chapter 2: Culture, Race, and the Contexts for Multicultural Teaching</td>
</tr>
<tr>
<td>Monday, September 18</td>
<td>Quiz Chpt. 3, Chapter 3: Race Relations and the Nature of Prejudice</td>
</tr>
<tr>
<td>Monday, September 25</td>
<td>Quiz Chpt. 4, Chapter 4: Affirming Religious Pluralism in the U.S. Schools</td>
</tr>
<tr>
<td>Monday, October 2</td>
<td>Quiz Chpt. 5, Chapter 5: Immigration and the American Dream: European American Perspectives</td>
</tr>
<tr>
<td>Monday, October 9</td>
<td>Quiz Chpt. 6, Chapter 6: Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives</td>
</tr>
<tr>
<td>Monday, October 16</td>
<td>Quiz Chpt. 7, Chapter 7: Colonialism, Immigration, and the American Dream: Latino Perspective</td>
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<tr>
<td>Monday, October 23</td>
<td>Quiz Chpt. 8, Chapter 8: Contemporary Immigration and the American Dream: Asian American Perspectives</td>
</tr>
<tr>
<td>Monday, October 30</td>
<td>Quiz Chpt. 9, Chapter 9: U.S. Immigrants from the Middle East: Arab American Perspectives</td>
</tr>
<tr>
<td>Monday, November 6</td>
<td>Quiz Chpt. 10, Chapter 10: Learning Styles and Culturally Competent Teaching</td>
</tr>
<tr>
<td>Monday, November 13</td>
<td>Quiz Chpt. 11, Chapter 11: Reaching All Learners: Perspectives on Gender, Class, and Special Needs</td>
</tr>
<tr>
<td>Monday, November 20</td>
<td>Quiz Chpt. 12, Chapter 12: Teaching in Linguistically Diverse Classrooms</td>
</tr>
<tr>
<td>Monday, November 27</td>
<td>Quiz Chpt. 13, Chapter 13: Curriculum Transformation</td>
</tr>
<tr>
<td>Monday, December 4</td>
<td>Final Class</td>
</tr>
</tbody>
</table>
Student Expectations:
Students are expected to follow School of Education policies and procedures as well as to:

• Attend all the sessions, participate, and post.

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

• Be respectful of comments, cultures, and ideas.

• 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 NOT be accepted.

Please be professional. This is a graduate level course. Cell phone usage during breaks only. Computer usage when related to coursework at the appropriate time. Otherwise computers should be at 45. Side conversations and talking while presentations or discussions are happening is neither professional nor respectful.

ACCOMODATION FOR STUDENTS WITH DISABILITIES:
• If there is a student in this class who has a documented disability and has been approved to receive accommodations through Center for Disability Services (CDS), please feel free to come and discuss this with me during my office hours. Students with documented disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

CODE OF CONDUCT: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from class.

ACADEMIC INTEGRITY: All courses in the School of Education, Health, and Human Performance are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course. Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
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 Oaks. **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 (1,065-1,145 pts.)</td>
<td>93-100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+ (1,008-1,064 pts.)</td>
<td>88-92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B (951-1,007 pts.)</td>
<td>83-87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+ (894-950 pts.)</td>
<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C (848-893 pts.)</td>
<td>74-77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D** (802-847 pts.)</td>
<td>70-73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F (0-801 pts.)</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.**

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