

EDUC 529

FALL, 2018
Language, Literacy & Culture

Instructor Contact Information and Office Hours

Instructor: Dr. Viviana Alexandrowicz

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Class Meetings: Wednesdays, 4:40-7:30 p.m.

Office Hours: Wednesday 1:00-4:00 and by appointment

Office: MRH 243

Location: MRH 141

Course Description

This course provides a foundation in the interrelatedness and complexity of language, literacy and culture and its impact on educational practices by exposing students to relevant ideas, and theory in intercultural contexts. It encourages teachers to reflect upon and develop their own insights about the factors that promote or hinder processes that lead to educational equity and inclusion. A main focus of the class is on working with ESL adult student populations to facilitate their development of language and literacy while also addressing their individual and cultural needs. This course also focuses on integrating the Changemaking framework in TESOL to prepare candidates to use language in promoting action for social change in their own work and in the lives of their students.

Course Objectives/Student Learning Outcomes

By the end of this course, students will be able to:

- Develop an understanding of relevant ideas, theory, and key terminology used in defining culture, literacy and diversity
- Critically examine and demonstrate understanding of their own cultural and literacy practices and attitudes, values and beliefs, and their implications for teachers
- Identify sources and different perspectives about prejudice, privilege and discrimination
- Demonstrate an understanding of cross-cultural communication in oral and written discourse
- Examine perspectives on cultural diversity and bilingual/multilingual education
- Develop understanding of the role of culture and language in the classroom and their impact on students from diverse cultural groups
- Identify characteristics of teachers who are culturally proficient and identify factors in classroom and school environments that support linguistic and cultural diversity for student achievement
- Explore the voices of diverse students' experiences in and out of school environments
- Develop compassion and admiration for people who are different from them
- Develop an appreciation and understanding for different cultures, their values and practices, and the implications for the teaching and learning
- Examine positive experiences and challenges when teaching abroad and attempting to transform the mindsets, systems, culture, and curricula in the US and different countries
- Acquire strategies to help develop Changemaker empathetic students who can use language and literacy to be compassionate, engaged citizens who problem-solve, collaborate, and lead in addressing their own, their family, and their community's challenges.

Required Textbooks/Readings

1. Articles and videos selected by the professor and included in the weekly assignments.
2. Freire, Paulo. (2005). *Teachers as cultural workers: Letters to those who dare to teach*. Westview Press. (Two selected chapters will be required)
3. Literacy Now. (2008). *Teaching English Language Learners: A Handbook for Volunteers*.

Optional readings

4. A handbook for tutors working with Adult ESOL literacy learners
5. Colorin Colorado bilingual site <http://www.colorincolorado.org/>

Course Requirements/Activities (All guidelines and specifics will be provided in class and on Blackboard)

1. Professionalism & Engagement: In order to establish a community of learners, all students are responsible for participating in small group and in class as a whole. It is expected that students support one another with learning the content (a strong professional learning community). All students should be prepared, with required materials and assignments completed by each class session in order to participate in classroom discussions and activities. In the case of an absence, students should notify the instructor ahead of time by email and obtain all notes, assignments, and handouts from a classmate and Blackboard. Attendance policy: More than one class absence will bring your final grade automatically to the next lower grade on the grading scale (for example from an A to an A-). I suggest that you save the one session you are allowed to miss in case of 1) illness or 2) an individual or family emergency. Birthdays and other personal commitments are not considered emergencies. Please do not place the instructor in the situation of asking to approve an absence that does not fall in one these two categories. See rubric for professionalism in Appendix A and pay particular attention to the part about using mobile devices in class for unrelated business/tasks.

2. Weekly assignments: You will be provided with specific questions or tasks for assignments in response to the readings and videos. This may include creative work in addition to written responses that should reflect critical thinking, connections to your own experiences (not just summaries) and specific examples. The primary goal for these assignments is for you to have concrete written ideas to share in class. The instructor will read your responses and may provide comments. Be ready to use these completed assignments in class discussions by ensuring that you can access them in your computer, Ipad, etc. or bring them on paper for each class session. MAKE SURE THAT IF YOUR PAPERS NEED TO BE EDITED YOU DO IT BEFORE YOU TURN THEM TO THE PROFESSOR. YOU WILL LOOSE POINTS IF THE PAPER HAS TOO MANY GRAMMATICAL ERRORS.

3. I am Poem and creative presentation. You will present about you as a person and student. Format will be provided.

3. Interview with a TESOL teacher. You can add your own questions to the list of questions that you will be provided. Students who have had experience(s) as TESOL teachers may interview a colleague in a context(s) different from the one from their previous experience(s).

4. Cultural groups paper and presentation: You will have to choose a cultural group and compare it to your own culture.

5. ESL/Changemaking collaborative lesson in class: You will develop this lesson for a particular group of students in a specific educational context (that you are interested in teaching or are already teaching). The lesson objectives must include developing the students' literacy skills (in oral, reading or writing) with a focus on taking action for social change.

6. Thinking about my own learning: Reflection of you as a learner in this course.

Assessment Plan/Grading Criteria

Course Requirements	Due Date	Points
Professionalism	Ongoing	38
Responses to weekly assignments	Ongoing	72
I am poem and creative representation	September 26th	15
TESOL teacher interview	October 24th	25
Cultural groups	December 6th	
Written portion		15
Presentation		15
Thinking about learning reflection	December 13	20
Total Points		200

Grading Scale

200-192 = A
191-183 = A-
182-174 = B+
173-165 = B
164-156 = B-
155-147 = C+
146-138 = C
137-129 = C-
128-120 = D+
119-111 = D
110-100 = D-
99-0 = F

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will

be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete:

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of and instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

EDUC 529 TENTATIVE AGENDA (SUBJECT TO CHANGE)

Session	Date	SESSION TOPIC	Readings/Assignments due
1	9/5/18	Welcome to the course <ul style="list-style-type: none"> • Introductions • Review of syllabus (including Blackboard use). • How to complete weekly assignments • Tips for international students review • Teaching ESL in the US 	

		<ul style="list-style-type: none"> • ESL adult students' purpose for learning • Who will be your ESL learners-activity • Factors and background that impact student learning 	
2	9/12/18	<p>Understanding the complexity of culture</p> <ul style="list-style-type: none"> • Changemaking survey • What is culture? • How language reflects culture • How culture is manifested in the ESL/EFL classroom? • Guidelines for the "I am poem" and creative PPT presentation <p>Extra time: Critical incidents activity</p>	Due assignment #1 on Blackboard
3	9/19/18	<p>Cross cultural communication</p> <ul style="list-style-type: none"> • Cross cultural etiquette • Cross cultural communication/language • East West cultural differences • Activities for cross-cultural communication • Analysis of materials • Guidelines and questions for teacher interview assignment <p>Extra time: The way "things work around here".</p>	Due assignment #2 on Blackboard
4	9/26/18	<p>Multiculturalism, prejudice, privilege, identity</p> <ul style="list-style-type: none"> • What are our implicit associations about "the other"/stereotyping • Implications for the TESOL classroom • Sharing identity exploration: "I am poem" & creative presentation 	Due assignment #3 on Blackboard DUE: I am poem and creative presentation
5	10/3/18	<p>Language and Literacy</p> <ul style="list-style-type: none"> • What is literacy? • Multiple literacies • Strategies for literacy development • Student centered literacy development • The role of oral language for literacy development • Issues in TESOL education –Article sharing 	Due assignment #4 on Blackboard
6	10/10/18	<ul style="list-style-type: none"> • Strategies for teaching culturally and linguistically diverse learners • ESL Curriculum analysis: Literacy and cultural demands 	Due assignment #5 on Blackboard
7	10/17/18	<p>Preparing our students for the 21 century and civic engagement and action</p> <ul style="list-style-type: none"> • Changemaking: The new literacy 	Due assignment #6 on Blackboard

		<ul style="list-style-type: none"> Integrating Changemaking in our teaching (empathy, problem solving, leadership, team work) for social action in the ESL context 	
8	10/24/18	Changemaking and community engagement with English Learners <ul style="list-style-type: none"> Integration into the ESL curriculum Collaborative lesson development for Changemaking focused ESL 	Due assignment #7 on Blackboard DUE: TESOL/ESL teacher interview
9	10/31/18	Teaching abroad <ul style="list-style-type: none"> What are some of the issues related to mindset, systems, culture, and curriculum issues globally? Guest speakers	Due assignment #8 on Blackboard
10	11/7/18	ONLINE SESSION-NO CLASS AT USD Critical pedagogy	Freire's letters
11	11/14/18	Bi-literacy <ul style="list-style-type: none"> English learners literacy challenges Additive vs. subtractive education On being bilingual, bi-literate and bicultural Debriefing teacher interviews <ul style="list-style-type: none"> Guidelines for the cultural groups assignment 	Due assignment #9 on Blackboard
12	11/21/18	Thanksgiving Break-No Class	
13	11/28/18	Semester review Review of assignment on cultural groups status	
14	12/6/17	Presentations of cultural groups Cultural groups in the US <ul style="list-style-type: none"> What are the experiences of students from selected countries? What are the implications for the classroom? What are the cultural groups represented in ESL classes? Cultural groups presentation 	DUE: Cultural groups paper and presentation
15	12/13/17	NO CLASS SESSION	DUE: Final paper reflecting about learning

Blackboard Technological requirements and troubleshooting

Course access and navigation	All course-related information is posted on the Blackboard e-learning platform and can be accessed through the USD student portal. http://ole.sandiego.edu
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Recommended Browser	<ul style="list-style-type: none"> • Firefox is the recommended browser for use with Blackboard on both the Mac and Windows. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard. • Safari (Mac), Internet Explorer (Windows), and Chrome (Mac/Windows) are also supported browsers. • Blackboard lists the most current browser compatibility information on its site, here. (www.blackboard.com) • If you're having browser issues or your browser is locking up, try clearing your browser's cache. Instructions for clearing your cache on the most common browsers are found here. (http://www.wikihow.com/Clear-Your-Browser%27s-Cache) • If components of your course are missing or broken, check to see whether your system is running the most current version of Java. (http://www.java.com/en/) • Windows Users: Test your version of Java here: http://www.java.com/en/download/testjava.jsp Mac Users: Click: Apple -> Software Update • You can download the latest version of Java here (http://www.java.com/en/).
Plugins	<ul style="list-style-type: none"> • The Adobe Reader Plugin is required for some content in this course. Users may need to download and install the most current version of Adobe Reader, which includes the plugin. Visit Adobe's website (http://www.adobe.com/products/reader.html) to download the most current version for your system. • Some Mac users may experience further issues when using Safari or Firefox. The best-known solution is a free plugin download called Schubert it PDF Browser Plugin (http://www.schubert-it.com/pluginpdf/). • Please clear your browser's cache and restart your browser after installing the plug-in. • Firefox: Firefox menu > Preferences > Advanced > Network > Offline Storage > Clear Now • Safari: Safari menu > Empty Cache • The QuickTime Plugin is required for some content in this course. Windows users may need to download and install the QuickTime Plugin. • To install the QuickTime Plugin in Firefox, follow Mozilla's instructions (http://support.mozilla.org/en-US/kb/quicktime-plugin-play-audio-and-video?redirectlocale=enUS&redirectslug=Using+the+QuickTime+plugin+with+Firefox). • To Install QuickTime in other browsers or update QuickTime in Windows, visit Apple's QuickTime download page (http://www.apple.com/quicktime/download/).
Technical Support	ITS Help Desk (619 260-7900 help@sandiego.edu)

Appendix A
EDUC 384/584 Rubric for Professionalism

Grade	Criteria
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38 points	<p>Completes main class assignments in their entirety and timely. Actively participates in class discussions and activities. Reads all required readings, completes all related assigned work and is prepared to discuss. Is respectful when colleagues (including professor) is talking and/or presenting and in general with comments and attitudes. Does not use electronic devices including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.</p>
24-37 points	<p>Completes main class assignments in their entirety and timely most of the time. Participates in class discussions and assignments most of the time Reads all required readings and is prepared to discuss most of the time Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes most of the time. Uses electronic devices at least once including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.</p>
10-23 points	<p>Minimally participates in class discussions and assignments. Seldom or never completes main class assignments in their entirety and timely. Sometimes or seldom participates in class discussions and assignments. Sometimes or seldom reads all required readings and is prepared to discuss. Sometimes or seldom Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes. Uses electronic devices very often, including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.</p>
9 or less	<p>Never completes main class assignments in their entirety and timely. Never actively participates in class discussions and activities. Never reads all required readings, completes related assigned work all the time and is prepared to discuss. Is never respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes. There is excessive (every class) use of electronic devices including visiting social media sites (e.g. Facebook, Tweeter, e-mail, etc.) in ways that are unrelated to what is happening in class.</p>

Appendix B

Questions you can use to develop critical thinking about material

1. How do you connect to your own experience?
2. What main points are the authors trying to make?
3. How do the authors tie these points together in order to make an argument, to build a case for their point of view, or to tell a story? If the authors simply explore a theme or main idea, how would you summarize that theme or main idea?

4. What is most persuasive to you in the information offered to support the authors' main points, and why?
5. If the authors did not convince you of their point of view, why not?
6. What was most interesting and meaningful to you in the material covered?
7. What connections, parallels or contradictions do you see between this information and the information presented in other assignments, in other courses, and/or in other books you have read?
8. What reactions do you observe in yourself as you read these articles/chapters and explore these particular concepts?
9. What new (or old) questions do this material raise for you?
10. What experiences have you had that confirm the ideas presented?
11. What experiences have you had that might contradict the information presented?
12. How would the information and arguments presented change the way you think, act, hope, feel and/or relate to others?