

EDUC 529

FALL, 2016
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: Monday 1-4 Wednesday 2-3 and by appointment

Office: MRH 243

Location: Hann Hall 103

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 interactions between culture, language, and literacy and how they promote or interrupt processes that lead to educational equity and teaching for social justice. Through course materials and meetings students will examine cultural, communication and literacy practices across cultures. Students will gain knowledge by taking part of a project aimed at contributing cross-cultural resource materials that can be used by educators, other professionals, and community members.

Course Objectives/Student Learning Outcomes

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

Outcome 1: Academic Excellence & Critical Inquiry and Reflection

- Develop an understanding of relevant ideas, theory, and key terminology used in defining culture, literacy and diversity.
- Critically examine and demonstrate understanding of own cultural and literacy practices and attitudes, values and beliefs, and the implications to teachers' role as border crossers.
- Identify sources for and different perspectives about prejudice and discrimination.
- Demonstrate an understanding of cultural differences in patterns in language use such as nonverbal communication, oral discourse patterns and written discourse.
- Examine the historical and contemporary perspectives on cultural diversity and multicultural education.
- Develop understanding of the role of culture and language in the classroom, and the implicit cultural values and preferences in classrooms and their differential impact on students from diverse cultural groups.
- Gain and demonstrate understanding of different processes of cultural contact and psychological and social-emotional issues involved in experiencing different cultures.
- Develop and demonstrate understanding of factors that contribute to classroom and school environments that support cultural diversity and student achievement.
- Explore the voices of diverse students' experiences in and out of school environments.
- Demonstrate understanding and apply knowledge of linguistically responsive strategies for working with immigrant students and families and for addressing possible conflicts related to differences in cultural values among students, teachers, parents/guardians, and/or the community.

Outcome 2: Community and Service

- Actively create and support a collaborative learning community in our class sessions.
- Examine diverse family and community literacies practices, and their ways of using language to communicate, share knowledge, and develop community.
- Gain an understanding of the local identity issues present in communities, and how they show up in school practices and culture.

Outcome 3: Ethics, Values, and Diversity

- Develop compassion and admiration for people who are different from us.
- Develop an appreciation and understanding for a different culture and its school/family/community literacy practices and the implications for the classroom
- Develop and demonstrate understanding of factors that promote or impede adjustment to different cultures.
- Develop and demonstrate understanding of current demographic trends and features of migration and immigration in California and the United States, and important issues and challenges faced by culturally and linguistically diverse groups.

Textbooks/Readings

1. Freire, Paulo. (2005). *Teachers as cultural workers: Letters to those who dare to teach*. Westview Press.
2. Articles selected by the professor and included in the weekly assignments.

Course Requirements/Activities

1. Professionalism & Engagement: In order to establish a community of learners, all students are responsible to be active participants in small group and in class as a whole. It is expected that students support one another's with learning the content and completing assignments for this course (a strong professional learning community). All students should be prepared, with required materials and assignments completed by the 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. Attendance policy: More than one class absence will bring your final grade automatically to the next lower grade on the grading scale. I suggest that you reserve 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 ok an absence that does not fall in one these two categories. See rubric for professionalism in Appendix A.

2. Letters to Those who Dare to Teach Group Jigsaw: Each group will actively participate in the jigsaw activity for this book on **October 14th** in order to elicit the underlying themes from each individual letter and analyze the ways in which each letter contributes to overarching theme of Freire's position on education. Instructions will be provided in class.

3. Responses to weekly assignments:

a) Learning responses: When specific questions are not provided for an assignment by the professor, you will write a ½-1 page response to the readings/videos, or complete graphic organizers, etc. The written responses should not be summaries. Instead, they should be text-based responses to specific quotes, arguments, claims, etc. from the materials and connections to your own ideas and life experiences. The primary goal for these responses is for you to have concrete written ideas to share in class. I will not provide comments on these assignments on a regular basis but I will read them on a rotating basis. I will also read your upload work in more detail in case I have questions about your preparation for class. Please see Appendix B for guiding questions, **choose two or three** questions for your responses. Be ready to use your responses for discussions in class, make sure you can access the response through your computer, Ipad, etc. or bring it on paper during the class session for which you had the material assigned.

b) Literature Circles: In addition to the aforementioned learning responses, you will be also be required (the instructor will let you know when you have to do this) to participate in literature circles. Each member of the literature circle will serve as “summarizer,” “discussion facilitator,” “illustrator,” and “literary luminary” on a rotation basis so you will have to complete the assignment to fulfill your role. For each session, please complete the role sheet and make enough copies for your group members to facilitate discussion. See appendix B for details on the different roles.

4. Interview with a TESOL teacher. We will build the questionnaire collaboratively in class. Yes, you can interview graduates from our USD TESOL program.

5. CATESOL conference reflection. You will have to write a minimum of a three- page opinion paper about your learning from the presentations.

6. Cultural groups project: For this project, you will research a cultural group (e.g. Syrians) and prepare information for a website that educators and other professional can use. This project includes a written portion (for the website) and a media based portion (e.g. poster, movie, etc.) for your presentation in class. Guidelines will be provided in class.

Assessment Plan/Grading Criteria/Rubric
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Course Requirements	Due Date	Points
Professionalism	Ongoing	21
Teachers as Cultural Workers Jigsaw Activity	October 5th	10
Interview with a TESOL teacher	October 19	10
CATESOL conference reflection	November 30 th	10
Responses to weekly assignments	Ongoing	21
Cultural groups project	December 7 th & 14th	
Written portion		18
Presentation		10
Total Points		100

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 an 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

Session	Date	SESSION TOPIC	Readings/Assignments due
1	8/31/16	<ul style="list-style-type: none"> • Introductions • Review of syllabus (including Blackboard use) • How are language, literacy and culture manifested in everyday life? 	
2	9/7/16	<p>Perceptions of ourselves and “others”</p> <p>Questions/objectives:</p> <ul style="list-style-type: none"> • Introduction on Language, literacy and culture: Intersections and Implications (Nieto) • Sharing “I am from” poems • What are our implicit associations about “the other”/stereotyping <p>Extra time: Demographics in the USA</p>	Due assignment #1 on Blackboard
3	9/14/16	<p>Understanding the complexity of culture</p> <p>Questions/objectives:</p> <ul style="list-style-type: none"> •What is culture? • Bday line up activity • TED talks on culture • Review of cultural groups assignment <p>Extra time: The way things work around here activity</p>	Due assignment #2 on Blackboard
4	9/21/16	<p>Multiculturalism/Cultural diversity</p> <p>Questions/objectives:</p> <ul style="list-style-type: none"> •What is multiculturalism and cultural diversity? •The multicultural proficient teacher 	Due assignment #3 on Blackboard
		INDIVIDUAL STUDENT	

5	9/28/16	CONFERENCING	
6	10/5/16	<p>Social justice in the US and abroad</p> <p>Questions/objectives:</p> <ul style="list-style-type: none"> •What is social justice? •Social justice in education •Discussion about educational inequalities from global perspectives <p>In-Class Activity:</p> <ul style="list-style-type: none"> • “Letters to Those Who Dare to Teach” Jigsaw Activity 	Due: Letters to those who Dare to Teach book
7	10/12/16	Tentative date: One day immersion Linda Vista trip	
8	10/19/16	<p>Relationship between Language and Culture</p> <p>Questions/objectives:</p> <p>Q: What are common issues in cross cultural communication</p>	Due assignment #4 on Blackboard
9	10/26/16	<p>Language and immigrants in the US and abroad</p> <p>Questions/objectives:</p> <ul style="list-style-type: none"> • What are the educational experiences of students from different linguistic backgrounds? • What are some issues in the education of immigrants in selected countries? 	<p>Due assignment #5 on Blackboard</p> <p>Due: TESOL teacher interview</p>

		<ul style="list-style-type: none"> • What are the experiences of immigrant community members at USD? 	
10	11/2/16	Literacy in diverse communities Questions/objectives: <ul style="list-style-type: none"> • What is literacy? • K-12 and adult literacy in the US and in selected countries 	Due assignment #6 on Blackboard
	11/9/16	Bi-literacy Questions/objectives: <ul style="list-style-type: none"> • English learners and immigrants literacy challenges • On being bilingual, bi-literate and bicultural Speaking in tongues	Due assignment #7 on Blackboard
	11//16/	NO SESSION at USD replaced by: CATESOL Conference, Anaheim California Nov 17-	
11	11/23/16	Thanksgiving Break	
12	11/30/16	CATESOL debriefing Course Review	Due: CATESOL conference reflection
13	12/7/16	Cultural Groups Project Presentations	DUE: Cultural groups project
14	12/14/16	Cultural Groups Project Presentations LAST SESSION	DUE: Cultural groups project

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
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

EDUC 384/584 Rubric for Professionalism

Grade	Criteria
21 points	<p>Completes main class assignments in their entirety and timely.</p> <p>Actively participates in class discussions and activities.</p> <p>Reads all required readings, completes all related assigned work and is prepared to discuss.</p> <p>Is respectful when colleagues (including professor) is talking and/or presenting and in general with comments and attitudes.</p> <p>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>
12-20 points	<p>Completes main class assignments in their entirety and timely most of the time.</p> <p>Participates in class discussions and assignments most of the time</p> <p>Reads all required readings and is prepared to discuss most of the time</p> <p>Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes most of the time.</p> <p>Uses electronic devices 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>
4-11 points	<p>Minimally participates in class discussions and assignments.</p> <p>Seldom or never completes main class assignments in their entirety and timely.</p> <p>Sometimes or seldom participates in class discussions and assignments.</p> <p>Sometimes or seldom reads all required readings and is prepared to discuss.</p> <p>Sometimes or seldom Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes.</p> <p>Often times uses 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>
3 or less	<p>Never completes main class assignments in their entirety and timely.</p> <p>Never actively participates in class discussions and activities.</p> <p>Never reads all required readings, completes related assigned work all the time and is prepared to discuss.</p> <p>Never Is respectful when colleagues (including professor) is talking and/or presenting and in general comments and attitudes.</p> <p>There is excessive 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

Learning responses to weekly assignments (when specific questions or other format are not provided by the professor)

Guiding Questions:

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?

Appendix C

Literature Circle Role Sheet

Questioner/Discussion Director

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Questioner/Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1. _____
2. _____
3. _____
4. _____
5. _____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically-based?
- What motivates the characters or leads them to make the choices they do?
- An in-depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written -- how does the context influence the work?
- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.

Topics to be carried over to next discussion: _____

Literature Circle Roles

Literary Luminary

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Literary Luminary: Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. Also look for literary devices and make connections to the six elements of fiction. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. *Remember, the purpose is to suggest material for discussion.*

Page # and Paragraph	Reason for Picking	Plan for Discussion

Literature Circle Role Sheet

Summarizer

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

Key Points:

1. _____
2. _____
3. _____
4. _____
5. _____

Connections: Did today's reading remind you of anything? Explain.

Literature Circle Roles

Illustrator

Name _____ Circle _____

Meeting Date _____ Reading Assignment _____

Book _____

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay – you can even label things with words if that helps. *Make your drawing(s) on any remaining space on this side and on the other side of this sheet. If you use a separate sheet of paper, be sure to staple it to this role sheet.*

Presentation Plan: Whenever it fits in the conversation, show your drawing to your group. You don't have to explain it immediately. You can let people speculate what your picture means, so they can connect your drawing to their own ideas about the reading. After everyone has had a say, you can always have the last word: *tell them what your picture means, refer to the parts in the text that you used, and/or convey what it represents to you.*

