

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Curriculum & Instruction

COUSE SYLLABUS – FA06

- 1. Course Prefix and Number:** CUI 523
- 2. Course Title:** Legal, Historical, and Cultural Implications of English as a Second Language
- 3. Credits:** 3
- 4. Course Prerequisites/Corequisites:** “A” licensure
- 5. For Whom Planned:** core course in the ESL add-on licensure and ESL M.Ed. programs
- 6. Instructor Information:** Ye He
310 Curry Building
(336)-292-5793
Email: y_he@uncg.edu
- 7. Course Purpose/Catalog Description:** The purpose of this course is to explore the legal and historical bases of English as a Second Language; and to analyze the differences among home and school cultures, especially issues related to language.
- 8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG’s professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through preparation and continuing professional development of teachers, principals and other school personnel.*
- 9. Course Goals and/or Objectives/Student Learning Outcomes:** to provide a forum where ESL teachers can better understand the legal, historical and cultural issues in ESL teaching.
- 10. Teaching Strategies:** lecture, class discussion, online discussion, group work, videos, student presentations, readings, and field-based assignments

11. Evaluation Methods and Guidelines for Assignments: the letter grades will be derived from the following assignments and grading scale.

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	Below 70
B-	80-82		

Assignments:

Online Discussion and reflection	50 (40+10)
Book review	20
Final Project (ABC report and presentation)	30

1. Online Discussion – You will participate in 8 online discussions based on your reading by adding at least 250-words to the conversation. Your postings should include your reactions to and questions about the required readings and responses to other students’ remarks in the online discussion. Contributions should

- Be relevant to the topic, accurate and thought provoking;
- Be based on research findings and professional literature, and include citations of these sources;
- Further the discussion by increasing the knowledge base;
- Be professionally critical. That is, students should assess the contributions of others and, using appropriate professional approaches (caring, tactful, positive, polite), comment on the accuracy and relevance of the contributions of other students.

A one-page written reflection about the value of these discussions for your understanding of the material in this course is due December 4. Each discussion is 5 points, and the reflection is 10 points. This assignment counts for 50 % of your grade.

2. Book Review – You will select one book to read that examines important topics related to historical, legal and cultural issues in ESL education. You will have the opportunity to discuss the book you select with others who read the same book both in class and online. Following that you will write a well-organized, theoretically, historically, or politically-grounded, critical review of the book you read. The book review will include:

- Introductory statement
- Reasons for choice
- Summary of book
- A detailed description of a specific aspect of the book
- Lessons or conclusions drawn from book
- Reactions
- Summarizing remarks

3. ABC Report – You will write a report dealing with cultural diversity as it has affected your life as a student and as an ESL educator. The ABC’s Model (Schmidt, 1999) includes five components:

- Autobiography, written in detail by each student, that includes key life events related to education, family, religious tradition, recreation, victories, and defeats.
- Biography of a person who is culturally different from the student, written from in-depth, unstructured interviews (Spradley, 1979) that include key life events.
- Cross-cultural analysis of similarities and differences between the life stories that is charted by the student (Spindler & Spindler, 1987).
- Analysis of cultural differences examined in writing with encouragement for students to explain personal discomforts and identify positive affect.
- Modification for classroom practice and communication plans for literacy development and home/school connections based on the preceding process are designed.

12. Required Text(s)/Readings/References:

Samovar, L. & Porter, R. (2006). *Intercultural Communication: A Reader*. Wadsworth Press. ISBN: 0534644406

13. Topical Outline:

Class	Planned Activities	Readings Due	Assignments Due
1	Introductions and Course Overview Introductions to Pre-service teacher attitude survey Blackboard Discussion		
2	Introduction to ABC model Ten-step inventory Jigsaw Reading	Approaches to Understanding Intercultural Communication (Samovar & Porter)	ABC Report: Part A
3	Share Historical Timeline	History of Language Minority Education in the United States Immigrants and Education Current Trends in ESL History in ESL Education	Historical timeline
4	Online Discussion: What is the student diversity pattern at your school? What is the impact of legal issues in ESL teaching at your school?	The American Civic Culture and an Inclusive Immigration Policy Federal Law in ESL Education The New Diversity and Multiculturalism in North Carolina	
5	Jigsaw Reading online	International Cultures (Samovar & Porter)	

6	Quiz and Online Discussion: Multicultural Education, Class	Foundations of Multicultural Education Class	
7	Quiz: Ethnicity and Race Gender Guest Speaker: ABC Report	Ethnicity and Race Gender	
8	Quiz and Online Discussion: Culture and Language	Language Cultural Goals and Hollow Language Linguistic Diversity in Multicultural Classroom	
9	Book Talk	Verbal Processes: Speaking Across Cultures (Samovar & Porter)	
10	Share Biography of individual student online	Nonverbal interaction: Action, Sound, and Silence (Samovar & Porter)	ABC Report: Part B
11	Share Ranking of Website or Recommendation of New Websites	Cultural Contexts: The Influence of the Setting (Samovar & Porter)	
12	Book Discussion online	Where to Find Culture-Filled Messages Cultural, Identity and Learning Learning From Students (Optional)	Book Review
13	Group 1	Communicating Inter-culturally: Becoming Competent (Samovar & Porter)	
14	Group 2	Ethical Considerations: Prospects for the Future (Samovar & Porter)	
15	Show Board Presentation & Review		Final Project (ABC) Online Discussion Folder

14. Other Information:

Academic Honor Policy: students are expected to follow the obligations of the academic integrity stated in the Academic Honor Policy, which is described in detail in the Policies for Students Handbook. Students should realize that they will be held accountable for understanding and following the guidelines for all activities and assignments.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact me within the first two class meetings. I will be happy to discuss any concerns you may have about the coursework.

Attendance policy and Late Work: This course provides valuable interactive experiences, so attendance and participation are extremely important. Students are expected to attend class and be on time. If you have any special needs regarding absences, please see me individually after the first night of class. Late work will be accepted with a credit deduction—unless prior arrangement has been made with the instructor or a legitimate documented emergency arises. Work must be completed by a date to be determined by the instructor. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to the instructor as an attachment to avoid having to take late credit.

Style manual and Manuscript Requirements: All written work (except work completed in class activities) should be typed and reviewed for quality of content and mechanical correctness. For written work requiring citation, students are expected to use the most current APA Style Manual.

15. Recommended Text(s) and/or Readings:

- Buttaro, L., King, K. (2001, Spring). Understanding adult ESL learners: multiple dimensions of learning and adjustments among Hispanic women. *Adult Basic Education*, 11(1), 40-60.
- Campey, J. (2002, Summer). Immigrant children in our classrooms: beyond ESL. *Education Canada*, 42(3), 44-7.
- Chamness, P., Endo, H. (2004, June). Understanding and Meeting The Needs of ESL Students. *Phi Delta Kappan*, 85(10), 786-91.
- Clegg, John (1996). *Mainstreaming ESL : Case-studies in Integrating ESL Students Into the Mainstream Curriculum*. (Multilingual Matters Series). Clevedon ; Bristol, PA, USA Multilingual Matters. **ISBN:** 1853593494. **eBook ISBN:** 058512003X
- Duff, P. (2001, September). Language, literacy, content, and (pop) culture: challenges for ESL students in mainstream courses. *Canadian Modern Language Review*, 58(1), 103-32.
- Duff, P. (2002, March). Pop culture and ESL students: intertextuality, identity, and participation in classroom discussions. *Journal of Adolescent & Adult Literacy*, 45(6), 482-7.
- Ekbatani, Glayol (2000). *Learner-directed Assessment in ESL*. Mahwah, N.J. Lawrence Erlbaum Associates, Inc. **ISBN:** 0805830677. **eBook ISBN:** 058530064X
- Ernst-Slavit, G., Moore, M., Maloney, C. (2002, October). Changing lives: Teaching English and literature to ESL students. *Journal of Adolescent & Adult Literacy*, 46(2), 116-28. Guest, M. (2002, Ap). A critical 'checkbook' for culture teaching and learning. *ELT Journal*, 56(2), 154-61.
- Guidry, J. (2000). A relationship gone sour: sexism and ESL. *Childhood Education*, 76(5), 320-1.
- Igoa, Cristina (1995). *The Inner World of the Immigrant Child*. Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey. **ISBN:** 0805880135

- Johnson, D. (2005, June). Teaching Culture in Adult ESL: Pedagogical and Ethical Considerations [computer file]. *TESL-EJ*, 9(1), p. 1-12. Retrieved from <http://writing.berkeley.edu/TESL-EJ/ej33/cf.pdf>
- Lazaraton, A. (2003, Summer). Incidental Displays of Cultural Knowledge in the Nonnative-English-Speaking Teacher's Classroom. *TESOL Quarterly*, 37(2), 213-45.
- Markham, P. (2000). The influence of culture-specific background knowledge and captions on second language comprehension. *Journal of Educational Technology Systems*, 29(4), 331-43.
- Miller, Jennifer (2003). *Audible Difference : ESL and Social Identity in Schools*. Languages for Intercultural Communication and Education, Clevedon Multilingual Matters. **ISBN:** 1853596426. **eBook ISBN:** 1853596434
- Pipher, Mary (2003). The middle of everywhere: Helping refugees enter the American community. Harvest, Harcourt, Inc. **ISBN:** 0156027372
- Shore, K. (2001, March). Success for ESL students. *Instructor (New York, N.Y.: 1999)*, 110(6), 30-2, 106.
- Smith-Davis, J. (2004, April). The New Immigrant Students Need More than ESL. *The Education Digest*, 69(8), 21-6.
- Suarez, D. (2002, Summer). ESOL teacher candidates experience cultural otherness. *TESOL Journal*, 11(2), 19-25.
- Watts-Taffe, S., Truscott, D. (2000, January). Using what we know about language and literacy development for ESL students in the mainstream classroom. *Language Arts*, 77(3), 258-65.
- Youngs, C., Youngs, G. (2001, Spring). Predictors of mainstream teachers' attitudes toward ESL students. *TESOL Quarterly*, 35(1), 97-120.

16. Alignment with State and National Standards:

ESL Standards	Evidence of Learning	Assessment Tool
1. Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.	Course readings, online and class discussions, quizzes, book review, website reviews, and presentation.	Rubrics and scores for quizzes, book review, website reviews, and presentation.
2. Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.	Course readings, online and class discussions, quizzes, book review, website reviews, and presentation.	Rubrics and scores for quizzes, book review, website reviews, and presentation.
3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.	Course readings, online and class discussions, quizzes, book review, website reviews, ABC's project and presentation.	Rubrics and scores for quizzes, book review, website reviews, ABC's report and presentation.
4. Teachers demonstrate	Course readings, online and class	Rubrics and scores for

understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.	discussions, quizzes, historical timeline, and ABC's project.	quizzes, historical timeline, and ABC's project.
5. Teachers apply effective methods, practices, and strategies base on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.	Course readings, online and class discussions, ABC's project and presentation	Rubrics and scores for ABC's project and presentation
6. Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.	Course readings, online and class discussions, book review, website reviews, ABC's project and presentation.	Rubrics and scores for book review, website reviews, ABC's report and presentation.
7. Teachers develop literacy in limited English proficient students.	Course readings, online and class discussions, book review, website reviews, and presentation.	Rubrics and scores for book review, website reviews, and presentation.
8. Teachers use a variety of assessments as they related to the education of limited English proficient students.	Course readings, online and class discussions, ABC's project and presentation	Rubrics and scores for ABC's project and presentation
9. Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.	Course readings, online and class discussions, quizzes, ABC's project and presentation	Rubrics and scores for quizzes, ABC's project and presentation
10. Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.	Course readings, online and class discussions, ABC's project and presentation	Rubrics and scores for ABC's project and presentation
11. Teachers affirm that all students with limited English proficiency can learn English.	Course readings, online and class discussions, ABC's project and presentation	Rubrics and scores for ABC's project and presentation
12. Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs.	Course readings, online and class discussions, website reviews, historical timeline project	Rubrics and scores for website reviews, and historical timeline project
13. Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.	Course readings, online and class discussions, ABC's project and presentation	Rubrics and scores for ABC's project and presentation
14. Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.	Course readings, online and class discussions, book review, website reviews, ABC's project and presentation.	Rubrics and scores for book review, website reviews, ABC's report and presentation.

Assignments	M.Ed. Competencies for Masters Teachers				
	A	B	C	D	E
Online Discussion	5, 6, 7	1, 3, 4, 5	1	1, 2, 4	
Book Review	5, 6, 7	1, 3, 4, 5	1	1, 2, 4	
ABC's Project		1, 2, 3, 4, 5	1, 2, 3		1, 2, 3