

COASTAL CAROLINA UNIVERSITY SPADONI COLLEGE OF EDUCATION EDLL 456 Cultural and Linguistic Diversity for ESOL Educators	
<i>Instructor:</i>	<i>Office hours:</i>
<i>Credits:</i> 3 Hours <i>Prerequisite:</i> None	

COURSE DESCRIPTION

EDLL 456: Cultural and Linguistic Diversity for ESOL Educators. (3)(=EDLL 656)(Prereq: Admission to the professional program) This course is designed to improve the educator’s understanding of students with diverse cultural and linguistic backgrounds. The course focuses on cultural and linguistic diversity and identity in the context of ESOL instruction with an emphasis on the following topics: culturally responsive learning environment, cultural bias, socio-economic diversity, and the home-school connection. This course involves 15 hours of practicum experiences. (F)

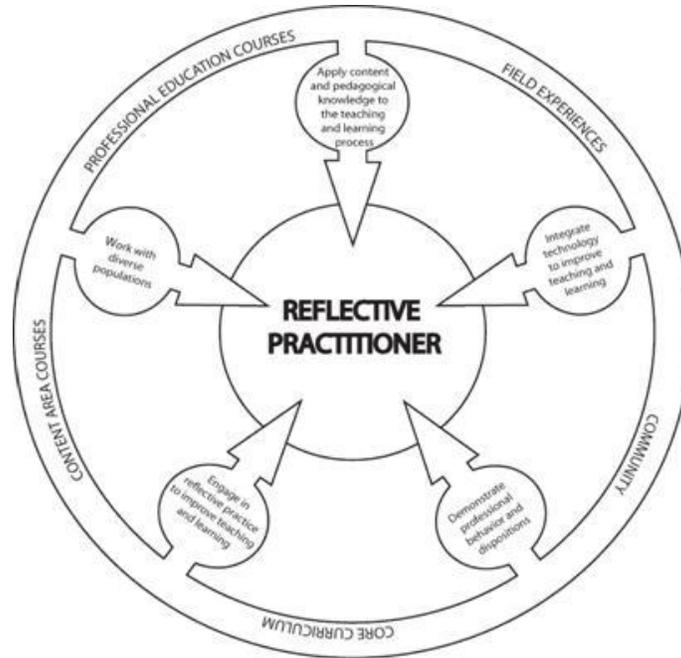
REQUIRED TEXT

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd Ed.). New York: Teachers College Press.

*Additional readings as assigned in Moodle.

CONCEPTUAL FRAMEWORK

The overarching theme of the Conceptual Framework for all educator preparation programs is "*The Educator as Reflective Practitioner.*" The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit’s assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.



COURSE OBJECTIVES

1. To prepare candidates for the South Carolina ESOL add-on endorsement.
2. To prepare candidates to understand and apply knowledge about serving students from diverse cultural and linguistic backgrounds.
3. To understand the relationship between language, culture, identity, and learning.

Standards Alignment Information:

TESOL/CAEP standards: <https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=6>

Teachers of English to Speakers of Other Languages (TESOL) Professional Standards for ESL PreK-12 Teacher Licensure addressed in this course:		
1. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.	Culturally Diverse Literature Circle	TESOL 2a ILA 6.2 NBPTS 1 ADEPT 5ABC, 6ABC, 7ABC, 8ABC CF 3.1 InTASC 1(g)
2. Candidates demonstrate knowledge of research	Demographic Study & Reflective Paper	TESOL 2b ILA 1.3

<p>and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.</p>		<p>NBPTS 2 ADEPT 5ABC, 6ABC, 7ABC, 8ABC CF 3.1 InTASC 1(g)</p>
<p>3. Candidates design and implement methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.</p>	<p>Multilingual Unit</p>	<p>TESOL 2c ILA 4.2, 4.3 NBPTS 2 ADEPT 3ABC, 5ABC, 6ABC, 7ABC, CF 3.2 InTASC 2(d)(e)</p>
<p>4. Candidates design and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (language use, literacy practices, circumstances) to develop effective instructional practices.</p>	<p>Mirrors, Windows, & Sliding Glass Doors</p>	<p>TESOL 2d ILA 4.4 NBPTS 2 ADEPT 3ABC, 5ABC, 6ABC, 7ABC, CF 3.2 InTASC 2(k)</p>
<p>5. Candidates identify and describe the impact of his/her identity, role, cultural</p>	<p>Self Portrait</p>	<p>TESOL 2e ILA 4.1</p>

understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.	ADEPT 5ABC, 6ABC, 7ABC, 8ABC CF 3.1 InTASC 9(e)(m)
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GRADING PROCEDURES

SCOE Grading System and Points Assignment

Grades will be computed using the percentage of the total points earned with letter grades as follows:

A	94-100%	4.0
B+	90-93.9%	3.5
B	85-89.9%	3.0
C+	82-84.9%	2.5
C	77-81.9%	2.0
D+	74-76.9%	1.5
D	70-73.9%	1.0
F	0-69.9%	

Earned total points that fall outside of the percentage range will be rounded up or down based on the candidate's professionalism, participation, and attitude as determined by the instructor and as documented in anecdotal notes.

COURSE REQUIREMENTS

Course Assessments	Due date	Possible Points
Self Portrait		20
Culturally Diverse Literature Circle		34
Mirrors, Windows, & Sliding Glass Doors		27
Multilingual Unit & Justification		39
<i>Total</i>		<i>120p</i>

All written assignments are due at 11:55PM EST on the due date. All written assignments need to be submitted on Moodle under Assignments.

1. Self Portrait

Purpose: Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Format: Candidates will develop a multimodal representation of their own gendered, racial, cultural, linguistic, and familial identities. The candidates will prepare a brief presentation,

during which time; they will share this portrait with their colleagues and will pose three questions that ask their colleagues to consider how that particular identity may influence work in the classroom.

Assessment: Rubric

2. Culturally Diverse Literature Circle

Purpose: Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

Format: Candidates will work in small groups to examine a professional text related to culturally diverse instruction, as well as a YA lit or children's book that represents a culturally diverse experience. Candidates will structure their literature circle around questions related to the dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

Assessment: Rubric

3. Mirrors, Windows, & Sliding Glass Doors

Purpose: Candidates design and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (language use, literacy practices, circumstances) to develop effective instructional practices.

Format: Candidates will design and implement a culturally responsive literature circle with the students in their classroom. The purpose of the literature circle is to build empathy and cultural understanding in the classroom, while targeting language and literacy development in a multilingual context.

Assessment: Rubric

4. Multilingual Unit & Justification

Purpose: Candidates design and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs and candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

Format: Candidates conduct a survey of the academic needs of the ELLs in their classroom. They will then develop a six-week ELA unit that is responsive to culturally and linguistically diverse students. Candidates may adapt an existing unit or develop an entirely new unit.

Adapted units must be appropriately cited using APA format and permission must be obtained from the publisher. The candidate should implement at least one lesson during their practicum. Students will write a two-three page justification explaining the ways in which their adaptations support linguistically and culturally diverse students as represented in the research examined in class.

Assessment: Rubric

Pedagogical Philosophy, Class Organization Policies, and Expectations

As pre-service teachers, you are expected to exhibit professionalism in the following areas:

- **Attitude.** Appropriate classroom behavior is mandatory. You are expected to exhibit a positive and professional attitude throughout the course.
- **Participation and discussions.** You are required to read, watch, or explore assigned materials prior to class and participate in class discussions and in-class assignments.
- **Attendance and punctuality.** Abide by class policies and expectations.
- **Late work.** You are expected to keep up with deadlines and submit assignments on time. Assignments will be accepted up to 2 days after the due date for a 20% grade deduction. NO ASSIGNMENTS will be accepted beyond the 2 days. It is the responsibility of the student to notify the instructor if a late assignment is submitted. If the instructor is not notified, the assignment will be treated as non-submissions and will receive zero credit. Additionally, any files that are incorrectly formatted, corrupted, or otherwise inaccessible will be treated as non-submissions. Expect a delay in instructor feedback on all late assignments.
- **Respect.** Show respect for the instructor, colleagues, and peers. It is unacceptable to complete coursework for other classes, sleep, or display other disrespectful behaviors.
- **Ability to cope.** Display emotional maturity.
- **Responsibility.** Take responsibility for your choices and actions.
- **Communication and organization.** Organizational skills and appropriate verbal and writing skills are expected at all times.
- **Openness.** Be responsive to constructive criticism.
- **Dress code.** Wear appropriate, professional attire during class and in the field.

Professionalism. Students are expected to attend and actively participate in all classes, demonstrate professional behavior inside and outside the classroom, and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, notes, syllabus revisions, etc.) from a fellow class member prior to the class meeting that follows the absence. If you know in advance that you will be absent from class, please let the instructor know as soon as possible via email.

Course Schedule. This course runs on a Friday-Thursday schedule. Feedback is provided on Friday mornings and notifications for the upcoming week are sent out. This is intended to provide candidates with the opportunity to utilize their weekends to complete work.

Attendance and tardiness. Attendance, tardiness, and class participation are a reflection of one's professionalism and one's attitude toward learning. Attendance, tardiness, and class participation affect performance in the course. Written documentation is needed to confirm all excused absences such as a recognized emergency or from a serious illness. It is the responsibility of each student to assume the loss of instruction when not in attendance. It is also the sole responsibility of each student to obtain any missed instructional materials and/or notes. It is advisable that you designate another classmate to collect your materials in your absence. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings. Please see the LiveWell@Coastal program for matters both personal and academic that may prevent you from completing your course responsibilities:

<https://www.coastal.edu/services/studenthealth/healtheducation/livewellccu/>

Attendance. You must notify the instructor via email in advance of your absence. See the policies below:

- Class participation/attendance is expected
- More than 3 absences (excused or unexcused) will result in the loss of one letter grade
- Missing 25% of class time will result in a failing grade for the course per university policy

Tardiness. Tardiness is considered coming to class after the instructor has started class.

- 3 tardies equal 1 unexcused absence

Technology Expectations and Requirements

You will need an appropriate mobile device to participate in class. I will frequently ask you to use a mobile device to explore resources and participate in activities. It is important that your device has access to Moodle and be large enough to allow for readability of texts. All mobile devices with cellular network functionality should be placed in silent mode with vibration turned OFF during class. If you are expecting an important call, please notify the instructor at the beginning of class and excuse yourself into the hallway to answer the call when it comes through. Chatting on the phone in the classroom will not be allowed.

You may be asked to participate in online learning communities at various points in the semester. It is your responsibility to create and maintain appropriate accounts. Additionally, it is your responsibility to engage in healthy online communities and to exhibit professional behavior in these online learning spaces. Please remember that you not only represent Coastal Carolina University, but you are also creating an online reputation that will be visible to peers, colleagues, future employers, and the community at large. It is your responsibility to participate respectfully. Staying on topic, using clear communication, and citing sources are all good practices for appropriate Netiquette.

It is also important that you check your CCU email and our course Moodle page regularly, as these will be the platforms used for important announcements, as well as weekly assignments.

You will need Microsoft Word and Adobe for papers, assignments, and articles. **All work in Moodle should be submitted as a PDF.**

ADA Policy

Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or <https://www.coastal.edu/disabilityservices/>).

Academic Integrity Code

Student Code of Conduct, Section III

As members of the Coastal Carolina University community, we value and respect the Student Code of Conduct and what it represents. Cheating, plagiarism, and adopting others' ideas or work as one's own will not be tolerated. Any act, which violates this policy, will result in grade changes and/or disciplinary action that may result in dismissal from the PPTE.

Class Cancellations

Class cancellation due to inclement weather will be announced via our class e-mail as will other important messages; therefore, you must check your CCU email regularly. **Please subscribe to the CCU ALERT SYSTEM for important messages.**

Resources

1. Moodle Support: <http://www.coastal.edu/moodle/resources/index.html>
2. Technical Support from Student Computing Services:
 - a. Website <http://www.coastal.edu/scs>
 - b. Main Help Desk 843-349-2908
 - c. Tech Support Center 843-349-2220
 - d. List of on-campus Help Desks: <http://www.coastal.edu/scs/index.html?type=helpdesk>
3. Center for Excellence and Academic Advisement (KH 105)
4. Library Services
 - a. Kimbel Library website: <http://www.coastal.edu/library>
 - b. Ask a Librarian (Chat, Email, or Phone):
<http://www.coastal.edu/library/ask/index.html>
5. Learning Assistance Center
 - a. Website: <http://www.coastal.edu/lac>
 - b. Phone: 843-349-6539
6. Online Orientation
 - a. Website: <https://www.coastal.edu/nsfp/orientation/onlineorientation/>
7. Counseling Services
 - a. Website: <http://www.coastal.edu/counseling>
 - b. Phone: 843-349-2305
8. Office of the Registrar
 - a. Website: <https://www.coastal.edu/registrar/>
9. Financial Aid & Scholarships
 - a. Website: <https://www.coastal.edu/financialaid/>
10. Student Activities and Leadership
 - a. Website: <https://www.coastal.edu/osl//>
11. Dean of Students Office
 - a. Website: <https://www.coastal.edu/deanofstudents/>

CCU Academic Integrity Code

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

Honor Pledge:

On my honor, I pledge:

- That I will take responsibility for my personal behavior; and
- That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.

Inclement Weather Statement

Closing of the University for Inclement Weather

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. Review the Hazardous Weather and Emergency Conditions Leave Policy (FAST-HREO-220). Instructors may refer to the Contingency Instruction website or Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.