

EASTERN MENNONITE UNIVERSITY at Lancaster
Master of Arts in Education
EDSL 581: Language and Culture
Summer 2012

Credit Hours: 3 semester hours

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*Please Note: I would be happy to provide advice or support in completing projects. However, **please do not email papers** to be reviewed. I am available by appointment. Advice should be sought **at least a week** before papers or assignments are due in order for any implementation of suggestions to be effective.*

Class Dates & Times: June 13-15, Wednesday-Friday; July 5-6, Thursday and Friday
8:00 a.m.-5:00 p.m. (includes 30. min. lunch break)
Total: 42 hours

Required Course Texts:

Banks, J. A. (2008). *An introduction to multicultural education*. Boston, MA: Pearson.

ISBN-13: 978-0-205-51885-2

Additional articles and resources will be provided in class.

Course Description:

This course takes an experiential approach to studying linguistic and cultural diversity in the classroom. Students will examine sociolinguistic aspects of U.S. and world cultures, sources of cross-cultural conflict, and approaches to cross-cultural conflict resolution as they relate to K-12 settings. Through exercises such as role-play, simulations and an opportunity to conduct a cross-cultural case study, prospective and practicing teachers will learn approaches for creating classrooms that promote equity and an appreciation for diversity.

Conceptual Framework: “Preparing Caring, Reflective Teachers for the Changing World”:

The EMU Teacher Education Program has chosen the theme “*Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. (S)

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Knowledge Base Rationale:

In the field of ESL/FL teaching, the international professional organization recognized world-wide as a leader in language acquisition research and development is Teachers of English to Speakers of Other Languages (TESOL) based in Alexandria, Virginia. This organization has argued since its inception over thirty years ago that the field of ESL/FL teaching is one that must be studied in its own right. It is a misconception that anyone who speaks a language is capable of teaching that language without proper training. The approaches are analyzed, various methods are compared and contrasted, and numerous techniques for teaching specific language skills are explored.

Primary Course objective:

This course will enable students to gain a deeper understanding of the intricate ways in which culture and language influence each other. Students will be equipped with various frameworks for analyzing cultures worldwide in an effort to better understand the English language learners in their classrooms and the role of culture in the second-language classroom. Case studies from communities around the world will be surveyed.

Course Outcomes:

Students who successfully complete this course will:

1. Identify, categorize and distinguish sociocultural characteristics, including educational background, demographics, and deep cultural values of ELLs and culturally diverse groups through application of the models discussed in class.
2. Demonstrate knowledge of common sources of linguistic and cultural conflict and approaches toward resolution.
3. Demonstrate cross-cultural competence in assisting English Language Learners (ELLs) and their families, and in understanding and collaborating with ESL and other school staff, administrators and community specialists.
4. Be knowledgeable of how to promote school staff's understanding and sensitivity toward cultures other than the mainstream, and languages other than English
5. Apply the concepts of Group/Grid and the Basic Values Model to describe how ELLs' cultural values affect their academic achievement and language
6. Demonstrate an understanding of culturally relevant teaching, including how ELLs' cultural communication styles and learning styles affect the learning process
7. Be able to apply Ogbu's classifications of minority groups in describing student school performance.
8. Describe various approaches toward teaching multiculturally

9. Discuss issues of unequal educational opportunity, as well as, bias in instruction, materials, and assessment
10. Observe and interact with a culturally diverse group and evaluate the experience using Group/Grid, the Basic Values Model and Ogbu's theory of voluntary and involuntary minorities

Attendance Expectations:

As stated in the EMU Graduate Catalog: "Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an "A" in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion."

COURSE REQUIREMENTS:

Unless otherwise indicated, all assignments should be **typed in font 12, double spaced, and well edited**. Excessive mistakes due to lack of editing may lower an assignment's grade. All sources should be cited using **APA formatting**.

1. Class Participation

10%

Professional behavior and participation are vital to your role as a learner. Much of which is contingent upon in-class participation and cannot be replicated in other ways. As co-learner and prospective teacher, **please come on time and be prepared** to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. You will be participating in small and whole group class discussions and simulations during class sessions. The rubric below contains the criteria used to assign class participation grades.

10: Outstanding participation (<u>requires full attendance</u>)! Daily engaged in whole class discussions. Was always prepared showing evidence of having thoughtfully completed readings and assignments. Contributed to a safe and intellectually stimulating classroom environment. Displayed a high degree of professional dispositions. 9: Excellent Participation! Daily engaged in large group discussions. Contributed to a safe and an intellectually stimulating classroom environment. Was prepared showing evidence of having thoughtfully completed readings and assignments. Displayed a high degree of professional dispositions. 8: Sometimes participated in large group discussions. Contributed to a safe and an intellectually stimulating classroom environment. Was prepared showing some evidence of having thoughtfully completed readings and assignments. Displayed a high degree of professional dispositions. 5-7: Occasional, but rare large group participation and contribution to a safe and an intellectually stimulating classroom environment. Verbally contributed in less than half of the class sessions during whole class activities or unprepared for class two or more times. 0-4: frequently late or left early, or engaged in distracting behavior, or little or no large group participation. Frequently unprepared and/ or detracted from a safe and intellectually stimulating classroom environment.
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2. Response Papers and Questions (20 points x 2 papers= 40 points)

25%

Papers (2-4 pages in length) will be written on the following readings:

- Ogbu article
- Wexler Study (The Colorblind Perspective)

Your paper will have four parts (A, B, C and D below) which will be turned in at each class session on the due date. Please bring two copies of your paper each week, one for me and one for your own use. I cannot accept late work since the reading, responding and questions you formulate sets the stage for a major part of our class session. You will work together to plan discussion during class.

A) Summary: approximately 1/2 page and should cover only the main points. (5 points)

- B) *Response:*** approximately 1 page and should include your personal reaction to the main points of the reading. For instance, how does what you read compare to your experience? What stood out for you in this reading? What was surprising? Were there things you disagreed with? (5 points)
- C) *Implications:*** approximately 1 page and should include thoughtful reflection of the implications of the reading for teachers in K-12 classrooms. (5 points)
- D) *Questions:*** should include at least three questions which will stimulate discussion about the issues raised in the reading. You will want to raise the kinds of questions about the reading that will lead to a lively discussion. (5 points)
- E)** You will work together in small groups to lead the discussion. As a group you will decide what questions you will use to facilitate the discussion. It would be appropriate to direct your classmates to certain sections of the article as a springboard for discussion.

3. Culture Bag (5 points)

5%

See Culture Bag handout

4. Cultural Diversity Debate (30 Points)

30%

An educational debate related to the topic of cultural diversity will be held during this course. All students will participate in the debate and conduct research on the assigned topic and be prepared to defend either the pro or con side of the issue. The format for the debate will be reviewed in class.

5. Case Study (30 points)

30%

In groups of 2 to 4 people, research and prepare a report to be shared in class, about a specific ethnic minority group in York or Lancaster County (of which you do not represent). Your group should represent an ethnic minority group. Be careful of stereotypes and generalizations. Your project will have three parts.

Part One (10 points) Your Experience:

You will be asked to immerse yourself in one cross-cultural event pertaining to your chosen group. Try to remember as many details as possible and describe, as well as reflect on, your experience. Each group member should include their own description for part one. In grading this portion, I'm specifically looking for the fact that you chose an experience which allowed you enough rich information to answer the question posed in part two of this case study. Some do's and don'ts are added below to give you an idea of how to choose a rich experience. If the experience you choose doesn't allow you to get enough information, you'll be expected to keep investigating through other follow-up experiences, so give yourself enough time. (approx. 2 pgs).

Part Two (10 points) Analysis:

Individually reflect on the cultural values of your chosen group.

Where do they stand in terms of group and grid?

Where do they stand in terms of at least five (meaning ten) of the six values described on the Basic Values Model?

How would Ogbu classify your chosen group? Why?

What were some of the challenges you encountered?

What would you recommend for teachers working with students from this cultural background?
(approx. 4 pages)

Part Three (10 points) Presentation:

As a group, creatively present your case study to the class. Use some of the five senses to engage others in your presentation. If helpful, get the class out of their seats to experience a part of the culture of your case study group.

Some ideas for choosing your experience:

Do's: Get invited over for dinner, or to a party, quinceañera, wedding etc. Invite someone over or take them out in order to spend some time chatting about their upbringing and culture. Choose a non-artificial opportunity, where people are acting normally and not performing for you.

Don'ts: Don't choose a potentially artificial setting such as an ethnic restaurant, a special performance, or a tourist spot. These won't provide you with an opportunity to get to know people or to see their cultural values in practice.

Additional Assignment:

Take the Basic Values Model Quiz. Choose one person with whom you've experienced conflict with in the past, or perhaps a significant other. Fill out a separate quiz for that person and bring it to class. **We will be using this assignment for an in-class activity. Please come prepared.**

Grading Scale:

<i>Activity</i>	Number of possible points	<i>Percentage of Total</i>
Class Participation	10	10%
Response Papers and Questions	40	25%
Culture Bag	5	5%
Debate	30	30%
Case Study	30	30%
TOTAL		100%

Special Accommodations Statement:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Academic Integrity Statement:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style:

Candidates are expected to use the *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research project.

Appendix A: Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	<i>A excellent</i>	<i>B competent</i>	<i>C below expectations</i>	<u>Comments</u>
Content (<i>quality of the information/ideas and sources/details used to support them</i>)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources	
Structure (<i>logical order or sequence of the writing</i>)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions	
Conventions (<i>appearance of the writing: sentence structure, usage, mechanics, documentation</i>)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation	
Style (<i>personality of the writing: word choice, sentence variety, voice, attention to audience</i>)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read	
The weighting of each of the four areas is dependent on the specific written assignment and the teacher's preference.				<u>Grade</u>

