

**Fall 2020**  
**EDU 559-46-2: Teaching Culturally and Linguistically Diverse Students**



**Instructor: Dr. Jill Purdy**

Credit Hours: 3

Course Format: Online

Format: Online

Instructor Email: [jepurdy@cedarcrest.edu](mailto:jepurdy@cedarcrest.edu)

Instructor Phone Number: 610-606-4666 x3419

Instructor Office: Curtis Hall 226

Office Hours: By appt. – we can set up chat, email, phone or face to face meetings as needed.

**Email is the best way to contact me.** Please note that I will only correspond via Cedar Crest email accounts, as per college policy. It is your responsibility to check email on a regular basis. Email is an important form of communication in this course. If there are any changes or updates, I will contact you through email.

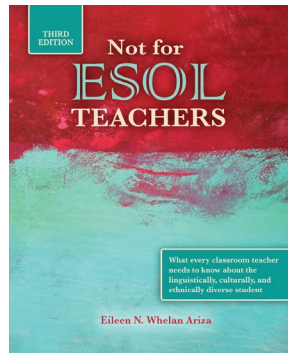
IT Help Desk: 610-606-4635 or [helpdesk@cedarcrest.edu](mailto:helpdesk@cedarcrest.edu)

**Course Description:** This course prepares the elementary and secondary teacher to meet the needs of culturally and linguistically diverse students in the PreK-12 general education classroom. Students in this class will develop an understanding of the impact of being a non-native English speaker on the learning process and socialization in the classroom. The student will develop this understanding through the study of second language acquisition and through obtaining specific teaching techniques to better aid the ESL student in the learning process. In addition, intercultural communication skills will be acquired. An emphasis is also placed on the teachers' respect and appreciation for culture and language. Graduate level students will analyze and synthesize research in the field.

**Course Textbooks and Resources:**

**Please secure textbooks prior to class start date. You will use the book in this class. Contact Cedar Crest College Bookstore for information on textbook options.**

Ariza, E. (2018). *Not for ESOL Teachers*, 3rd Ed. Kendall Hunt.



ISBN-13: 978-1524948771

ISBN-10: 1524948772

Handouts and other materials will be provided for the student on the Canvas Learning Management System.

### **COURSE OUTCOMES:**

**Upon completion of this course the student will:**

1. The student will develop an understanding of the foundations of culture, specifically the
  - socio-cultural characteristics of ELLs including educational background and demographics
  - cultural communication styles and learning styles affect the learning process.
  - cultural values affect their academic achievement and language development.
2. The student will develop an understanding of the foundations of language, specifically the
  - knowledge of language systems, structures, functions, and variation
  - process of acquiring multiple languages and literacy skills, including the general stages of language development
  - determining the differences between academic language and social language.
  - applying research, concepts and theories of language acquisition to instruction
3. The student will be able to apply methods of standards-based instruction, by
  - demonstrating culturally and/or linguistically diverse instructional settings
  - implementing and differentiating appropriate research-based instructional strategies to make content comprehensible for all ELLs.
  - demonstrating effective instructional planning and assessment integrating the PA Language Proficiency Standards (ELPS) for English Language Learners (PreK-12).
  - determining bias in instruction, materials, and assessment
4. The student will demonstrate an understanding of assessment specific to the ELL by
  - applying the PA English Language Proficiency Standards (ELPS) to design content assessment.

- identifying issues related to standards-based formative and summative assessment for *all* ELLs.
- using assessment data to differentiate and modify instruction for optimal student learning.

5. The student will demonstrate professionalism by

- examining the legal responsibilities related to serving ELLs.
- understanding collaborative, co-teaching models for serving ELLs.
- demonstrating cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.
- defining and using common terms associated with English Language Learners.
- identifying and utilizing professional resources and organizations related to serving ELLs.

**Assessment of Student Learning Outcomes:**

- Create a multicultural activity for the regular education classroom (Outcome 1)
- Identify and explain key ESL concepts and vocabulary through online quizzes (Outcomes 1-5)
- Engagement in online discussion topics aligned with course level objectives. (Outcomes: 1-5)
- Analysis of assessment and make suggestions for differentiation. (Outcome 3 & 4)
- Investigate commonly published programs and materials for cultural bias. (Outcome 3 & 4)
- Demonstrate effective instructional planning and assessment that integrates PA ELP standards for ELL through the analysis of a SIOP lesson plan. (Outcome 3)
- Examine culture and language through a cultural project and discussion. (Obj. 1)
- NOTE: School Nurses will examine these topics through the lens of the school nurse position and function in the schools.

**Class Hour Equivalency:**

As a 3-credit online course, EDU 559 satisfies the required hours of classroom instruction through the below course activities and assignments. These hours do not include preparatory or assessed assignments that would be completed outside of an in-person class meeting

Course Activities and Assignments	Equivalent Classroom Instructional Hours
Learning Activities: Audio-Lectures, PPTs, Readings and videos (7 modules @ 3 hours)	21
Quizzes for 6 Modules (30 minutes per quiz)	3
Module Responses/Discussion Boards (2.5 hours per module)	17.5
Final Project	4
Total	45

**Course Assignment Descriptions:**

Research paper	40
Threaded Discussion/Response Assignment	120
Weekly Quizzes (6)	90
<u>Final Project</u>	60
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<b>Total Points</b>	<b>310</b>

**Course Grading Policy:**

100% -94% = A	84%-86% = B	74%-76% = C	64% - 66% = D93%-
90% = A-	80%-83% = B-	70%-73% = C-	60%-63% = D-87% -
89% = B+	77%-79% = C+	67%-69% = D+	59% and below = F

**Assignments:** Assignments must be handed in on the due date provided. **Late assignments, tests or projects will not be accepted.** If you have difficulty with an assignment, please email or make an appointment to meet with me for assistance as soon as possible. This can be done in person or virtually. No extra credit opportunities are available in this course. To succeed the student's best effort is expected on each assignment. All written work must be typed, double spaced, and with proper 1 inch margins. APA format is expected. Deductions will be made for grammatical or mechanical errors. Tests must be taken on the assigned date unless prior arrangements have been made with the instructor.

**Tutoring and Academic Support Resources:**

The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the "Academic Services" page in the "Current Students" Section: [my.cedarcrest.edu/ICS/Current\\_Students/Academic\\_Services/Tutoring\\_Support\\_Resources.jnz](http://my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz).

The Student Success Center may also be contacted at 610-606-4628 or [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu).

**Cedar Crest College Honor Philosophy:**

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

**Cedar Crest College Diversity Statement:**

Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

**Classroom Protocol:**

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

**Academic Integrity:**

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of

academic conduct will result in a “0” for that assignment and completion of an academic misconduct report.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost’s office. Reports are recorded in the Provost’s office, which will notify the student of their receipt and the College’s policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

**VeriCite Citation Verification/Plagiarism Detection:**

Cedar Crest College uses a citation verification service (VeriCite, [www.vericite.com](http://www.vericite.com)) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider’s website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

**Class Cancellation Policy:**

For notification of the College closing, for inclement weather or other emergencies, refer to Cedar Crest’s e2Campus system, the Inclement Weather Hotline at 610-606-4629, or the College’s MyCedarCrest website for notification.

**Resources for Students with Disabilities:**

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu); Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information ([https://www.cedarcrest.edu/ada\\_file.shtm](https://www.cedarcrest.edu/ada_file.shtm)).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

**Audio Recording:**

Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker's explicit written consent. Note: audio recording may be prohibited, at the instructor's sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

**Classroom Etiquette:**

The student should carefully read "A Student's Guide to Cedar Crest College." This classroom environment is dedicated to scholarly, artistic and professional inquiry. Classroom behavior should reflect a respect for all students. Students should arrive to class on time with assignments prepared and refraining from distracting behaviors that interfere with learning (this includes the use of phone/computer for non-educational purposes). The language used in the classroom should be professional and respectful.

## **Course Outline:**

*Each of the following is discussed in great detail on CANVAS. If you have any questions, please do not hesitate to contact me. Scoring guides/rubrics for the course are available online.*

### **Module 1: Course Objective: The student will develop and understanding of the Foundations of CULTURE**

**Readings:** Text: Chs.1-3, and supplemental materials.

**Assessments:** Introductions, Response & Quiz 1;

### **Module 2: Course Objective: The student will develop an understanding of the foundations of LANGUAGE.**

**Readings:** Chs: 4-6, and supplemental materials provided online.

**Assessments:** Response & Quiz 2

### **Module 3: Course Objective: The student will be able to apply methods of standards-based instruction.**

**Readings:** Chs. 7-9, and supplemental materials available.

**Assessments:** Response & Quiz 3

### **Module 4: Course Objective: The student will demonstrate an understanding of assessment issues specific to the ELL.**

**Readings:** Chs. 10-13 Your choice and Ch. 14

**Assessments:** Response & Quiz 4

### **Module 5: Course Objective: The student will demonstrate an understanding of professionalism in the field of ESL. The student will demonstrate an understand literacy instruction for the ELL student.**

**Readings:** Chs. 15 & 16 and supplemental materials.

**Assessments:** Response & Quiz 5

### **Module 6: Course Objective: The student will apply methods of instruction and examine bias in educational materials. The student will demonstrate an understanding literacy instruction for the ELL student.**

**Readings:** Ch. 17 and supplemental materials.

**Assessments:** Response & Quiz 6

### **Module 7: Course Objective: The student will demonstrate an understanding of culture, language, and diversity.**



**Readings: Chs 18-23,** As assigned and needed to complete cultural project.

**Assessments: Final Cultural Project Due**

\*The professor reserves the right to adjust the course and assignments as needed to better meet the needs of the students.

### **Success in the Online Setting**

*A key to success in an online course is reading the directions, course materials and being organized. Your learning is your responsibility. I act as a facilitator to assist you in the process. Please read and re-read! I will be happy to assist you any way I can. However, you will need to try to troubleshoot and problem-solve throughout this course. Below is a calendar to help guide you through the course due dates. This will help remind you of assignments that are coming due. Questions can be emailed to me or an appointment for a phone or in person meeting can be arranged. This is a fast-paced course and it is important to be consistently engaged. I would recommend checking in daily and make a plan for completion.*