

Cross Cultural Studies for Teaching Limited English Proficient Students

EEND and MSED-634

Template 2015 Section TMPL 3 Credits 07/22/2015 to 07/22/2115 Modified 11/30/2022

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Description

Focuses on cultural factors that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

Requisites

EEND or MSED 632 or equivalent

EEND or MSED 633 or equivalent

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Candidates

Candidates will develop an understanding of how to create learning environments for bilingual students that uses appropriate teaching and learning strategies while creating a classroom culture that embraces ethnic and cultural diversity

Serving the Community

Candidates will articulate positive attitudes toward language minority Candidates and demonstrate the ability to interact with colleagues and community in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights on the second language learning.

Finding Our Professional Selves

Candidates will demonstrate an enhanced understanding of their professional role as advocates of language minority Candidates.

Outcomes

Access to standards referenced in this section can be found [HERE](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)
(<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of the course, each participant will be able to do the following:

- Gain knowledge required to deliver effective instruction in the culturally and linguistically diverse classroom *TESOL/CAEP D2; D3 all*
- Recognize socio-cultural factors involved in second language development *TESOL/CAEP D2*
- Develop an understanding of the interrelationship between language, ethnicity, culture and learning *TESOL/CAEP D1all; D2; D3 all*
- Identify issues affecting students in the linguistically and culturally diverse classroom *TESOL/CAEP D2; D3 all*
- Understand how culturally diverse materials enhance learning *TESOL/CAEP D 2; D3 all*
- Become familiar with ethnic, cultural and linguistically diverse populations *TESOL/CAEP D2; D3 all*
- Understand legal and sociopolitical issues problems related to education, ethnicity, and cultural diversity *TESOL/CAEP D2; D3 all*
- Identify culturally biases instructional materials *TESOL/CAEP D2; D3 all; D4 all*
- Create a classroom culture that embraces diversity *TESOL/CAEP D2*
- Integrate cultural diversity in the design and development of instructional materials *TESOL/CAEP D2; D3 all*
- Enhance and continue to cultivate an attitude of professionalism by exhibiting the following behaviors: preparedness, neatness, organizational skills, poise, leadership, self-motivation, responsibility, promptness, professional curiosity, and proper oral and written communication skills *TESOL/CAEP D5*
- Demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights *TESOL/CAEP D5*

Illinois ESL Teacher Standards:

- 2.b Demonstrates an awareness of and reflects on his/her personal beliefs, socioeconomic and cultural background and intercultural experiences.
- 3.a.iii Plans age appropriate instruction for classrooms with students of various language proficiency levels and diverse cultural and academic backgrounds.
- 3.a.iv Utilizes appropriate pedagogy to plan instruction for students.

Illinois Professional Teaching Standards:

- Standard #9: Professionalism, Leadership, and Advocacy. The teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

☰ Assignments

Weekly Discussions and Activities

Candidates will demonstrate the ability to interact with colleagues in a professional manner through exchanging (both listening and sharing) ideas, thoughts, experiences, and insights

Weekly Reflections

The weekly reflection is an opportunity for students to synthesize understandings and practice deep reflection as to how these topics impact your professional experiences and goals. Students are encouraged to share personal experiences, self-evaluate their progress, and address areas for future inquiry.

- TESOL/CAEP Standard D5b
- IL ESL Teacher Standards 2b
- IPTS 9

Capstone Project: Comprehensive Cross Cultural Staff Development Presentation

Candidates will create a comprehensive staff development presentation on cultural awareness for all stakeholders involved in the education of Limited English Proficient students. This presentation should provoke a conversation and reflection among audience members.

- TESOL/CAEP Standard s D1-D5
- IL ESL Teacher Standards 2b, 3a-iii, 3a-iv

Institutional Policies

Students should use the [MyUSF portal \(https://myusf.stfrancis.edu/portal/secure\)](https://myusf.stfrancis.edu/portal/secure) as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the MyUSF portal.

- A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks. Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.
- Students are expected to be familiar with and follow the various procedures and guidelines regarding USF's COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub (<https://www.stfrancis.edu/saints-united/>).
- Policies not covered in this document will be handled in accordance with the USF Catalog, Student Handbook, and Program Handbook as applicable.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support:

1. 24x7 Live Canvas Support. Canvas has a 24 hour support by clicking on ? Help while in Canvas. You can **Chat with Canvas Support**, **Report a Problem**, or call the **Canvas Support Hotline**. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day seven (7) days a week through the Canvas help menu. From the help menu; select **Report a Problem** to send an email support request, select **Chat with Canvas Support (Student)** for a "live" text-based click-to-chat session, or to speak to someone directly use the toll-free number listed under the **Canvas Support Hotline (Student)**. **NOTE: Responses to Canvas' email based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.**

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at techsupport.stfrancis.edu
3. You can phone the Technology Support Center for personal help at (815) 768-8324 or (866) 337-1497 (toll-free) between 8:00 AM and 4:30 PM Central Standard Time, Monday through Friday or [fill out a Technology Support Center ticket \(https://techsupport.stfrancis.edu/help/\)](https://techsupport.stfrancis.edu/help/) and select Canvas/Online courses as the component.

For any technical support issues that are not related to Canvas, you can also contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: techsupport.stfrancis.edu
- Or visit them on the first floor of Marian Hall

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.