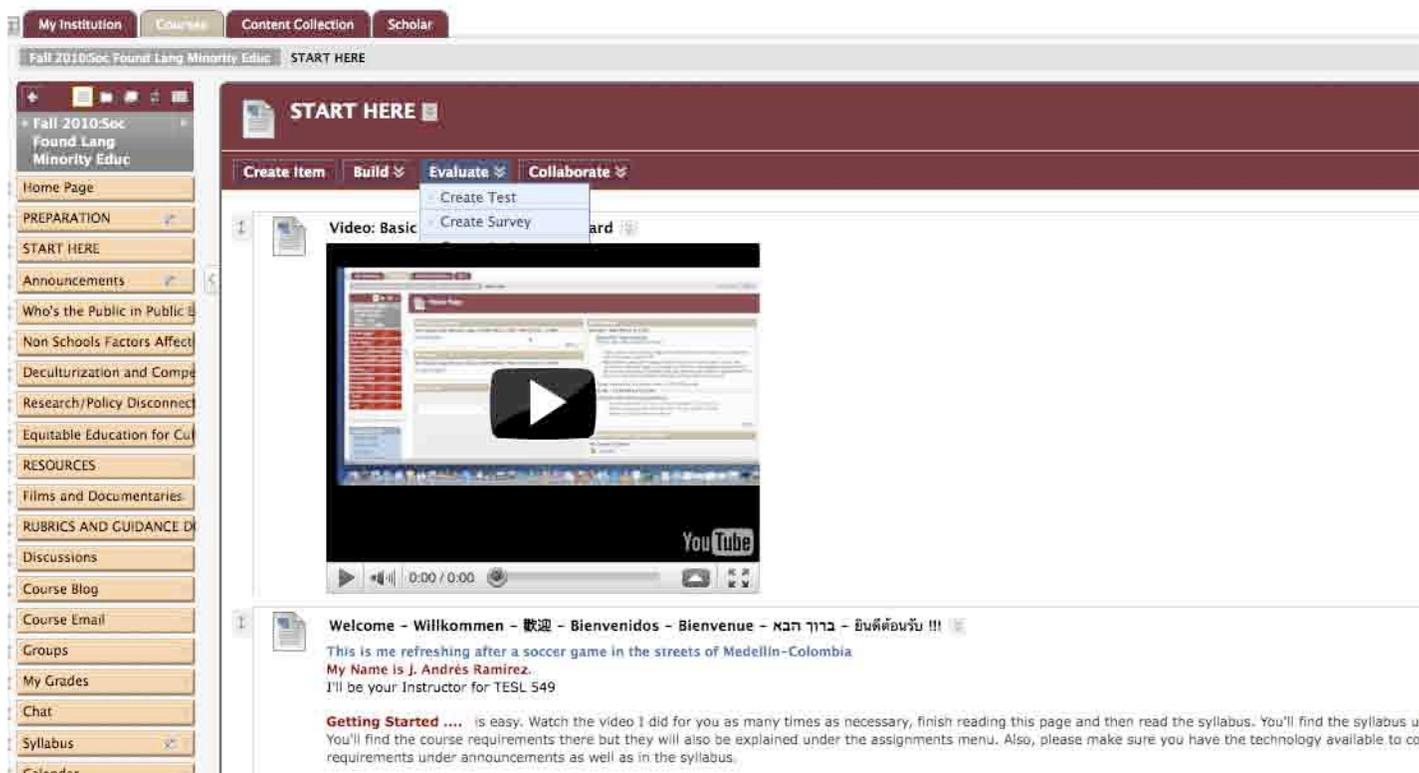


Rhode Island College
Feinstein School of Education and Human Development
Department of Educational Studies

TESL 549-01
SOCIOCULTURAL FOUNDATIONS OF LANGUAGE MINORITY EDUCATION



This is a Blackboard Hybrid Course. Updated schedules, announcements, and content are available in Blackboard. <http://www.ric.edu/technology/online.php> (Scroll down and click on Blackboard. Enter your username and password).
For Blackboard support, go to: http://www.ric.edu/studenttoolbox/bb_student_support.htm

RIC Policies

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes. Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used

Please note: New college guidelines stipulate that all electronic communication will be done using your RIC e-mail only. We will be using the Blackboard mail feature most of the time.

Semester, year: Day, time and Location
Instructor: J. Andres Ramirez
Office Hours:
E-mail: jramirez@ric.edu
Cell phone (for texting): 5366244

Course Description: Students examine sociocultural issues relating to the instructional needs of language minority students, including social, cultural, political, and legal contexts of instruction. (Formerly Teaching English as a Second Language 449.) *Candidates develop a final project in which they analyze an issue facing the ELL population in a local public school, educational institution or community. Prerequisite: admission to a teacher preparation program or consent of department chair.*

Relationship to the Professional Program and the Conceptual Framework of the FSEHD:

This course is part of the M.Ed. in Teaching English as a Second language. It is a required course for candidates seeking the ESL endorsement in the state of Rhode Island as it allows students to develop a critical understanding of the issues that arise in the schooling of language minority students, including the socio-political, economic, legal, philosophical, and pedagogical. Specifically, it reviews issues in the following broad categories: program design, curriculum and instruction, assessment, the appropriate education of special populations (migrants, refugees, and students with special education needs or limited formal schooling), and the integration of families and communities with schools. It focuses on issues of access and equity in relation to the above topics (e.g. access to appropriate assessment, access to technology, access to high quality instruction, access to graduation, etc.) and to fostering a deep level understanding of the diversity present among students for whom English is a second language so that programs can be constructed to meet their needs.

Special note: You must apply for the M.Ed. in TESL before you have completed three of the TESL courses in order to transfer the courses into the graduate program.

Relationship to the TESOL/NCATE Teacher Preparation Standards:

This course relates most directly to the following Standards [see next page]:

1. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement in order to support individual students' learning. (*Domain 2, Standard 2a: Nature and Role of Culture*)
2. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. (*Domain 2, Standard 2b: Cultural Groups and Identity*)
3. Candidates know, understand and apply concepts, research and best practices to plan programs in a supportive learning environment for ESOL students (*Domain 3, Standard 3a: Planning for Standards-Based and Content Instruction – by creating classrooms and schools that are supporting learning environment for ESL students*).

4. Candidates understand various issues of assessment (e.g. cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning (*Domain 4, Standard 4.a: Issues of Assessment for ESL*)
5. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning (*Domain 5, Standard 5a: ESL Research and History*)
6. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families (*Domain 5, Standard 5.b: Partnerships and Advocacy*)

Course Objectives

As it relates to English Language Learners, students will be able to:

- demonstrate awareness of the changes in demographics occurring in the US and Rhode Island and how these changes affect schools. [*Knowledge: Metacognitive Knowledge; Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity; TESOL 2a, 2b*]
- identify the legal and legislative basis for the provision of specialized educational services to English Language Learners in Rhode Island and the nation. [*Knowledge: Metacognitive Knowledge; Domain-Specific Knowledge; TESOL 5a*]
- examine political factors at the national, state and local level that directly impact educational policies and practices for English Language Learners. [*Knowledge: Metacognitive Knowledge; Domain-Specific Knowledge; TESOL 5a*]
- refute prevalent myths related to the education of this student population by presenting supporting evidence as drawn from current research. [*Knowledge: Metacognitive Knowledge; Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity; Systems View of Human Development; Practice: Communication and Expression TESOL 2a, 2b, 5b*]
- recognize the cultural conditions of schools and classrooms, the match or mismatch to language minority students and families, and ways teachers and administrators can validate the language and cultural backgrounds of students and their families. [*Knowledge: Metacognitive Knowledge; Domain-Specific Knowledge; Diversity: Individual Differences and Cultural Diversity; Systems View of Human Development; Family Centeredness and Engagement; Practice: Professional Practice; TESOL 2a, 2b, 3a*]
- analyze current issues related to program design, curriculum instruction, and assessment; the appropriate education of special populations and the integration of families and communities with schools. [*Knowledge: Domain-Specific Knowledge, Practice: Reflective Problem Solving; Professionalism: Leadership; TESOL 4a, 5a, 5b*]
- critically reflect on the educational equity issues that exist in providing ESL students access to a positive learning environment, appropriate curriculum, full delivery of educational services (including programming that leads to successful promotion and graduation of students), and

equitable assessment as outlined by major professional associations and other advocacy groups. [Knowledge: Domain-Specific Knowledge, Practice: Reflective Problem Solving; Professionalism: Leadership; TESOL 4a, 5a, 5b]

--describe best practices in the education of language minority students related to the areas of program design, assessment, curriculum and instruction, and family and community outreach. [Knowledge: Domain-Specific Knowledge, Practice: Professional Practice; Professionalism: Leadership; TESOL 4a, 5a, 5b]

--formulate a personal vision of effective education for language minority students. [Knowledge: Domain-Specific Knowledge; Professionalism: Professional Practice; Leadership; TESOL 5a, 5b]

Required Texts:

Gándara, P and Hopkins, M (2010). Forbidden Language: English Learners and Restrictive Language Policies. Teachers' College Press: New York.

Samway, K.D. & McKeon, D. (2007). Myths and realities, Second Edition. Best practices for language minority students. Portsmouth, NH: Heinemann. (*Hereafter, referred to as Myths*)

Recommended:

Beyond Heroes and Holidays (2006). Edited by Enid Lee, Deborah Menkart, and Margo Okazawa-Rey. Order from Teaching for Change. <http://www.teachingforchange.org/store/bhh>

Other requirements:

-Office 2007. Purchase for \$12 at the RIC library. Text files accepted are .doc or .docx **only**.

-Blackboard and library e-reserve Access.

-Other readings and materials will be provided through blackboard and/or or will be on e-reserve at the library. Please make paper copies of electronic texts and bring them to class on the day they will be discussed.

Course Requirements

A. The completion of all assigned readings from the required text and additional required readings to be distributed. On-line and *face-to-face class participation is expected and required in this class.*

B. Completion of the following assignments: [No Late Admissions]

1. Reflection Papers X2

-each of these papers is highly focused and specific. A detailed guidance document and rubric will be available in Blackboard. -

First Reflection paper due .

Second Reflection Paper Due .

The bibliography should be written in APA style. Please refer to the "Basic APA Guidelines" document in Blackboard.

2. Final Project

Part I: Research and Data Gathering due Monday Oct 18. Final Project *Inquiry and Community Funds of Knowledge Action Plan Project: Focus on Rhode Island* due .

This inquiry project gives you an opportunity to analyze and apply knowledge gained about a specific culturally and linguistically diverse group in Rhode Island. It allows you to explore the cultural roles, perspectives, practices, and products of a specific individual(s) belonging to that group. The project involves research, critical analysis, and the application of sophisticated knowledge and use of theoretical frameworks regarding the nature and role of culture in teaching and learning as discussed in class. The projects' focus on community funds of knowledge seeks to highlight, explore, and value the potential enriching classroom uses of roles, practices, perspectives, and products of a particular cultural and linguistic minority in Rhode Island so that you and other teachers working with these students can harness specific funds of knowledge for classroom teaching and learning. A detailed guidance document and rubric will be available in Blackboard.

3. Presentation

-Candidates should submit a 15 to 20 minute power point presentation of their of their final project (Number of slides will vary depending on time spent on each slide). A minimum of 7 slides is required. Also required is either that the presentation has audio or has a script of what you would say should this presentation be live and in front of others. You can attach audio to this presentation itself in power point or you could use a different audio file. A recommended and free audio recording software is Audacity <http://audacity.sourceforge.net>. Plenty of more specific guidelines, technical support and samples will be provided. Once again, if you are unable to attach an audio file to the powerpoint presentation or prefer no to do so, type the script on the notes section of your power point presentation. This script should be a very close representation of what you would say had this presentation been a live one.

Grading

Your course grade will be based on:

- | | | |
|----|---|---|
| 1. | <u>Class Participation</u> (on-line and face to face) | 30 points |
| | | <i>Each 3 hours missed will result in 3 points deduction.</i> |
| 2. | Reaction Papers X2 | 30 points |
| 3. | Final Project | 30 points |
| 4. | Final Project Powerpoint/Video | 10 points |

Course Grading

A = 94-100	B+ = 87-89	C+ = 77=79	D+ = 67-69
A-= 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

Assessment Evidence

Participation is an essential part to do well on this class. This is so because it is expected that your comments, perspective, connections, questions and deeper reading when you are the Reading Leader for your session enhance everybody's learning. In addition to participating in on-line forums, whole class discussions, and group discussions, **once** in the semester you will be the Reading Leader for your group. As such, you are expected to initiate and carry on a discussion in blackboard with the members of your group once everybody has sent you their general impressions about the reading. The discussion should focus on the main points from the reading, its essential questions and enduring understandings, and the ideas and connections your group members wrote about.

Special Note on RIC conferences that are of interest to you:

You may earn 4 extra points by attending either the RITELL conference (Rhode Island Teachers of English Language Learners) or the Promising Practices Conference. In order to be granted the points, you need to write an on-line message detailing one of the sessions you attended. No need to write this message if you attend both conferences. You need to be registered for promising practices in order to be awarded the points without the message. An alternative to writing this is to create a double-sided scrapbook page for one of the sessions you attended (talk to me for guidelines on this).

Date	Topic	Assigned Readings and Materials /Assignment Dates
BLACKBOARD MODULE 1 Who's the Public in Public Education?		
Week One August 30 Week Two September 6 Labor day (work on module continues)	Course Introduction: Sociocultural foundations of Language Minority Education	Video: Getting familiar with the Blackboard environment. Blackboard Module 1: Who's the Public in Public Education <ul style="list-style-type: none"> • Who's the Public in Public Schools: Focus on English Language Learners <i>Demographics and Enrollment of ELLs: National and Local.</i> • Latinos in Rhode Island
BLACKBOARD MODULE 2		
Week Three September 13 Week Four September 20	Non-School Factors: Important Variables affecting School Achievement.	Blackboard Module 2: Non-School Factors Affecting School Achievement. <ul style="list-style-type: none"> • The Role of Poverty in School Reform. • Wealth Inequality in the US under Neoliberal Economic Policy. • Schools vs. Businesses: Dismissing Structural Inequality as the Cheaper Way. • Diversity in the Classroom: Focus on Rhode

Island

- The Role of Schools in the English Language Learner Achievement Gap.

BLACKBOARD MODULE 3

Week Five
Sept 27

Week Six
October 4th

Week Seven
October 11
Columbus Day
(Work on Module
Continues)

Deculturalization and Compensatory Education

Blackboard Module 3: Deculturalization and
Compensatory Education

- Acculturation, Deculturation, and Assimilation of Language Minority Peoples: Refugees, immigrants, and native Americans.
- Legal and Legislative Mandates Regarding the Education of Language Minority Students
- Persistent Myths About Language Minorities
- *“A Brief History of Issues Relevant to ELLs and School Reform”*
- Video: In the white man’s eyes (Native American).
- Acculturation Models
- Video: Becoming American (SE Asia populations).
- *Including Culture in the curriculum (perspectives, values, norms).*
- *What Questions to ask about culture?*
- The iceberg model of culture
- Refugee rights are human rights; To be a Refugee (Videos).
- Selected Readings from Joel Spring 2010 (on reserve).

Blackboard Module 3: Deculturalization and
Compensatory Education

- Focus on Culture and Language
 - What is Culture
 - Adjustment Stages of Adolescent ELLs and Other Immigrants.

RITELL Conference
First Reflection paper due

BLACKBOARD MODULE 4

Week Eight
October 18st*

Week Nine
October 25th

Week Ten
November 1

Week Eleven
November 8th

Research Policy/Disconnect

Module 4: Research/Policy Disconnect

- Exploring the dissonance between research and policy and practices for English Language Learners.
- Webcast: Jim Crawford, Ofelia Garcia
Reading: García, Kleifgen & Falchi (2008).
From English Language Learners to Emergent Bilinguals. NY: Teacher's College.
- What's in a name?
- Program Models for Language Minority Students: National and Local

Part I: Research and Data Gathering due

Second Reflection Paper.

BLACKBOARD MODULE 5

Week Twelve
November 15th

Week Thirteen
November 22th

Week Fourteen
November 29

Equitable Education for Cultural and Linguistic Minorities: Community Funds of Knowledge

Equitable Education for Cultural and Linguistic Minorities

- Selected Readings from New immigrants in the United States: readings for second language educators.
- Selected readings from Flaitz: Understanding your refugee and immigrant students. These readings are specific to different populations and you should select it.
- The role of culture on Second Language Learning and issues of Assessment.
- Video: Culturally responsive assessment.

Community Funds of Knowledge Action Plan Project: Focus on Rhode Island due

Week Fifteen
December 6th

Final Project Presentations (face-to-face and on-line).

Here is a list of the topics and materials we will be “uncovering” this semester:

- Legal and Legislative Mandates Regarding the Education of Language Minority Students
- Persistent Myths About Language Minorities
- Dissonance Between Research and Educational/Social Policy for Language Minority Students and their Families
- Program Models for Language Minority Students: National and Local
- Video: Student Voices (The dissonance from a students’ perspective).
- Selected Readings from New immigrants in the United States: readings for second language educators.
- Selected readings from Flaitz: Understanding your refugee and immigrant students. These readings are specific to different populations and you should select it.
- The role of culture on Second Language Learning and issues of Assessment.
- Video: Culturally responsive assessment.
- Graduation, Retention, High Stakes testing
- **Family, Community, & Community Agencies**
- *Parental Support/Engagement/Involvement: Empowerment of Kids and Families.*

These Videos and others will be chosen based on specific interests on a population and/or an issue. Many are available at the library.

- Video: Children of Harvest (Mexican American). With “There’s something in the Rain” by Tish Hinojosa.
- Video: [My American girls: a Dominican story.](#)
- Home Across Lands: a documentary film about refugee resettlement. The international Institute of Rhode Island.
- Video: Calavera Highway (Mexican American)
<http://www.pbs.org/pov/calaverahighway/>
- Video: Rain in a Dry Land (follows the stories of two modern-day Somali Bantu families who resettle in the United States).http://www.pbs.org/pov/raininadryland/lesson_plan.php
- Video: [The journey of Cape Verde : \(in search of identity\)](#)
- Video: Cabo Verde: the archipelago of Sahel

Useful Internet Sites

<u>http://www.lab.brown.edu/pubs/nclr/edels_instprct.pdf</u>	Educating English Language Learners: Implementing Instructional Practices This publication is part of a three-guide series developed by the National Council of La Raza to assist schools in developing their capacity to provide appropriate curricula, instruction, and assessment for English language learners (ELLs), and increase educators' awareness of how to
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	<p>access relevant resources.</p> <p>This guide is designed for teachers, academic coaches, staff developers, and school leaders and provides instructional strategies, techniques, and guidelines helpful for engaging ELLs and other diverse learners.</p>
<p>http://www.lab.brown.edu/pubs/leading_diversity/lwd_culture.pdf</p> <p>http://www.lab.brown.edu/pubs/leading_diversity/lwd_language.pdf</p>	<p>Part II: Culture Part II presents four competencies related to culture that transcend all aspects of diversity and inform curriculum and instruction, interactions with parents and families, and equitable assessment practices.</p> <p>Part III: Language Part III outlines three competencies in the area of language that build the oral and literacy skills of both native English speakers and English language learners.</p>
<p>The Circuit http://home.jps.net/~gailhd/crossing/circuit/student.htm</p>	<p>"It's ironic that those who till the soil, cultivate and harvest the fruits, vegetables, and other foods that fill your tables with abundance have nothing left for themselves." César Chávez, Leader of the United Farmworkers</p>
<p>http://www.ridoe.gov</p>	Rhode Island Department of Education
<p>www.ed.gov/about/offices/list/oela/</p>	Office of English Language Acquisition (U.S. Department of Education)
<p>http://www.tesol.edu</p>	Teachers of English to Speakers of Other Languages
<p>http://www.nabe.org</p>	National Association for Bilingual Education
<p>http://www.cal.org</p>	Center for Applied Linguistics
<p>http://www.ncela.gwu.edu</p>	National Clearinghouse for English Language Acquisition and Language Instructional Programs
<p>http://www.ncte.org/edpolicy/ell</p>	National Council of Teachers of English
<p>http://crede.berkeley.edu/index.html</p>	Center for Research on Education, Diversity and Excellence
<p>http://www.migrationpolicy.org/</p>	Migration Policy Institute
<p>http://www.rethinkingschools.org/ (search for English Language Learners)</p>	Rethinking Schools Online
<p>http://askeric@eric.syr.edu</p>	Educational Research Information Center
<p>http://ben.nabe.net</p>	Bilingual/ESL Network