

ED 4381 Special Topics in Education:
Study Abroad - Linguistically Diverse Learners
Course Syllabus for Summer 2015

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CARR 121
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ED 4381

This course section includes a travel abroad experience involving a trip to Fiji and New Zealand with mandatory pre-class meetings during Spring 2015. Spring class sessions, CARR 128, 3:30-6:00 PM. Meeting dates (all on Tuesday afternoons): Feb 3, Feb 24, Mar 10, Apr 7, and Apr 28. Travel dates: June 6 – 30, 2015.

Course Description

Designed to enhance awareness, respect, understanding, and appreciation of the strengths of linguistically and culturally diverse learners through and examination of the research, the study of theory, curriculum, assessment methodology, and classroom environments that foster a climate of respect, learning, equity, and excellence.

Methods of Instruction

Lecture, group interactions, Blackboard, visits to schools in Fiji and New Zealand

Required Texts

Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy instruction for English language learners*. Portsmouth, NH: Heinemann.

Herrell, A. L. (2012). *50 strategies for teaching English language learners (4th Ed)*. Boston, MA: Allyn & Bacon.

Requirements

Candidates are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis each week. Candidates are expected to attend class, complete reading assignments each week, and take tests/exams as scheduled.

During the spring 2015 semester, candidates must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Candidates are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it.

COMMUNITY SERVICE in Spring 2015: The Center for International Studies (CIS) requires each candidate complete 5 hours of community service (in the San Angelo area) prior to leaving for Summer I study abroad. These opportunities will be discussed in the initial class meetings (Feb 3 and Feb 24). Signed documentation of community service will be collected by May 15th.

COMMUNITY ENGAGEMENT/Reflection: During June 6-30, 2015, we will be visiting a variety of schools (primary and secondary) in both Fiji and New Zealand. Candidates will be observing teaching and learning, taking notes, and comparing to the education system/culture of the United States. In addition, attendance at cultural events will provide the candidates the opportunity to learn more about the

people and culture of each country. At the end of the trip, each candidate will complete a 3-page reflection regarding these engagement events and responding to guiding questions (see Blackboard).

OUTCOMES

Angelo State University Undergraduate Learning Goals

[https://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202-27-09.pdf](https://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%20202-27-09.pdf)

TE_xES Standards /Competencies

SBEC web site link:<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp>

TE_xES EC-12 PPR testing link:

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>

OUTCOMES (SACS/SLO; NCATE Standards; TE_xES)

Assessments	Tests	Group Cultural Project	Professional Paper & Community Engagement
ASU Undergraduate Learning Goals			
1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis	X	X	X
2. Core skills	X	X	X
3. Specialized knowledge	X	X	X
4. Social responsibility	X	X	X
5. Cultural identity		X	X
TE_xES Competencies			
Competency 1 Understands human development processes; Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12	X	X	
Competency 2 Understands student diversity; accepts and respects students with diverse backgrounds and needs;	X	X	X
Competency 3 Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs	X	X	X
Competency 4 Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.	X	X	X

Assignments

See Blackboard for assignment information. All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the *American Psychological*

Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

ASU OP10.04 Academic Regulations Concerning Student Performance

<http://www.angelo.edu/opmanual/#s10>

Course Evaluation and Grading

Test	20%	90-100%	A
Discussion Boards	20%	80-89%	B
*Group Cultural Project	30%	70-79%	C
Professional Paper	20%	60-69%	D
*Reflection/Community Engmt	10%	below 60%	F
TOTAL:	100%	* Assignment details on Blackboard	

Attendance Policy

Candidates are to adhere to ASU policy OP 10.04 and Unit policy.

<http://www.angelo.edu/opmanual/#s10>

Candidates are expected to attend each class and to be on time. *No late work accepted.*

ASU OP10.19 Student Absence for Observance of Religious Holy Day

<http://www.angelo.edu/opmanual/#s10>

ASU OP 10.15 Providing Accommodations for Students with Disabilities

<http://www.angelo.edu/opmanual/#s10>

Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty

Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the "Student Academic Honor Code Statement"

www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*. *Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.*

Class Schedule

ED 4381 Special Topics in Education: Diverse Learners

On campus session dates, 3:30-6:00 PM, CARR Rm 128

February 3

February 24

March 10

April 7

April 28

Candidates will be required to attend mandatory orientation meeting that will be held by the CIS in early spring--TBA. Study abroad dates: June 6-30, 2015.

Topics to be Covered

Prejudice
 Linguistically diverse students
 Communication & active community involvement
 Pluralism in schools and society
 Strategies for content instruction
 Strategies for language and literacy development
 Supportive classroom environments
 Assessments & resources

See Blackboard for details of class schedule information.

Summer I Sessions (traveling)
See Trip Itinerary on Blackboard

Other Items

Web Sites

<http://blackboard.angelo.edu/> Blackboard access at Angelo State University

www.tea.state.tx.us

Texas Education Agency

www.apa.org

American Psychological Association

New Zealand: <http://www.kwintessential.co.uk/>

<http://www.fourcorners.co.nz/>

Maori Culture: <http://www.virtualoceania.net/newzealand/culture/maori/>

Fiji Islands: http://www.tropicalfiji.com/about_fiji/culture/

<https://www.infoplease.com/country/fiji>

Map Study:

<http://www.worldatlas.com/webimage/countrys/oceania/fj.htm> Fiji

<http://www.google.com/maps?ie=UTF-8&oe=UTF-8&hl=en&tab=wl&q=New%20Zealand>

Selected readings as assigned

Cultural Perspective Project Study Abroad 2015

This project will include several activities designed to enhance your understanding of cultural values and beliefs of a culture different from your own. You will spend time in Fiji closely observing and reflecting on communities visited. Attendance at cultural events and providing service to the schools (through the literature book and materials donation) will provide you with the opportunity to learn more about the people and culture. The purpose is to gather information on the cultural wealth, funds of knowledge, and learning as a result of participation in communities of a different country. As discussed in this course, approach the project with the understanding that all communities and residents possess valuable ways of knowing and being.

The following activities can be used as sources of information: your general observation of your chosen area of interest, such as open markets, its surrounding area, families, or other community areas or events. You may visit a local park, museum, religious services, shopping in a local store, eating at a local restaurant, attending a cultural event, take local transportation, etc. The goal is to identify and become better acquainted with community and family funds of knowledge, cultural wealth, and learning through intent community participation in Fiji. Closely examine and document what the community has and knows and how those are ways of knowing that schools and teachers can use to better engage students in their classrooms in the U.S. These sources of cultural wealth and knowledge may include special abilities, aspirations, life experiences and histories, family backgrounds, religion, commerce, skills that children participate in such as childcare, cooking, carpentry, construction, etc. As you closely observe and reflect, consider how this has impacted your ideas of what to expect from children from very different cultural and economic backgrounds and what it might be like to be in an environment that is different from your own.

Your project will consist of 1) observations; 2) writing field notes each time you observe; 3) taking photographs; 4) keeping a log of new words; 5) Discussion Board with 4 of your classmates; and 6) writing a final reflective essay.

1. & 2. Observations and Field Notes

You should observe approximately 8 hours for this project. Your observations can be formal or informal, meaning that you can be observing while you participate in daily activities, including the time you spend in the schools. Pay close attention to details and the minutia of daily life.

Your field notes will be based on your observations and *consists of two parts*. Field notes should include the date and timeframe observed (for a total of 8 hours) with: **1)** a detailed description of the activity, situation, classroom, etc., that you are observing and its' apparent objectives/purposes, its' procedures, and people's reactions. This detailed part of your notes is your descriptive notes.

Then **2)** reflect on the similarities and differences between what you are observing and your own experiences without making a value judgment. You should try to interpret the purpose of the activities, events, etc., that you are observing. When possible ask for explanations from people about your curiosities. These interpretive notes are your analytical field notes. Both descriptive and analytical notes will comprise your field notes. The assessment of your field notes will be based on the depth and detail of both your descriptions and analysis (not length).

2. Photographs

You should take photographs whenever possible. Do not take pictures of people, especially indigenous people, without prior verbal consent. Choose 3 photographs that are significant to you and write a short explanation.

4. New Word Log

Keep a log where you record new words and their meanings. This could include words you already know, but have a different meaning. Include a total of at least 12 new words.

5. Discussion Board:

Include major insights you have learned about the culture, how this relates to course information and discussions, and what this means to you as an educator. Respond to 4 of your classmates with 'details' about their POST.

6. Final Reflective Essay – Community Engagement

Write a 2-3 page typed reflective paper based on your learning experience using your observation notes, interview transcripts, observations of the schools, and information from the course. Attendance at cultural events and providing service to the schools (through the literature books and materials donation) will provide you with the opportunity to learn more about the people and culture. **Submit in Blackboard by July 1.** Reflect on the following:

- 1) During your experiences in the schools and community, how did you apply your knowledge of the Fijian culture? How might you demonstrate your knowledge of the Fijian culture in the future?
- 2) During your experiences in the schools and community, how did you alter your communication strategies with the Fijian culture? In your response include information on verbal and nonverbal responses.
- 3) How did the research and readings done in the coursework for the study abroad prepare you for your engagement with the Fijian culture?
- 4) How did your study abroad experience and engagement in the community affect your academic preparation as a future teacher? In your response include your understanding and views on culture, funds/kinds of knowledge, and ways of knowing. How might you use this knowledge with future students?