University of Alabama at Birmingham

Course Syllabus

EESL 613 with UAB Education Abroad

Teaching ESL in a Multicultural Society

3 Semester Credit Hours

UAB Schedule
Monday – Friday, June 20–24 (8:30 – 4:30)

DR Trip
May 28 – June 4 2018

Room
TBA

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UAB School of Education Vision Statement
“The vision of the UAB School of Education is to optimize human potential.”

UAB School of Education Mission Statement
“The mission of the UAB School of Education is to generate knowledge and prepare professionals to serve a diverse world.”

UAB School of Education Values
Respectful — “We will treat everyone—faculty, staff, students, administrators, external collaborators, and others—with respect in all interactions.”
Responsive—“We will address the needs of all of our constituent groups in an appropriate and timely manner.”
Innovative—“We will develop new and effective approaches to addressing critical challenges.”

RELATIONSHIPS OF THIS COURSE TO THE UAB SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Each course in UAB’s SOE is integrally tied to national and state professional standards, including those set forth by the Interstate Teacher New Assessment and Support Consortium, Council for the Accreditation of Educator Preparation (CAEP), the National Board for Professional Teaching Standards (NBPTS), and the TESOL Standards for the recognition for initial TESOL programs in P-12 ESL teacher education.

The close attention paid to integrating these standards into this course ensures that candidates who graduate from this program will be prepared with the knowledge, skills, and dispositions needed to be effective practitioners who promote the quality of life of individuals in diverse communities. Professional standards tied to this course are assessed within a developmental framework and are designed to engage candidates in active inquiry and self-reflection.

I. PURPOSE OF COURSE/OVERVIEW

The EESL 613 course is designed to introduce candidates to the principles and practices of multicultural education in order to recognize and advocate for cultural pluralism in the United States. The primary goals of this course are (a) to examine issues and topics that are central to multicultural education; (b) to provide thought provoking opportunities to engage and analyze dimensions of US multiculturalism and the implications for language learning situations, for second language learners, and for society as a complex whole; and (c) to guide candidates in making appropriate teaching decisions that will nurture language learning that honors individual differences.
Candidates who actively engage in instructional activities associated with this course will benefit
• from hands-on experience with activities and learning designed to foster and model teamwork and group
task-solving skills, and
• from multiple, interactive learning activities designed to acquaint future professionals with various issues in
general and applied linguistics relevant to second language learning settings.

Rationale for UAB Education Abroad to Dominican Republic

With changing requirements for certification, providing support and opportunities for teacher candidates to gain confidence, awareness, and skills in order to interact effectively with culturally and linguistically diverse children is an urgent need that is increasingly gaining attention within teacher education programs. Within the Department of Curriculum and Instruction, the MA/ESL program offers a class to its master’s level students to meet this growing educational need. In adopting newly formed CAEP-TESOL standards, the MA/ESL program is striving to create fresh new opportunities for teacher candidates and master’s students to fully engage with notions of cultural competence, cultural values and belief systems.

Upon starting with EESL 610 and progressing through EESL 613 and the other teacher education courses in this certification program, candidates acquire the competencies in the National Board Professional Teaching Standards (NBPTS) propositions. These propositions have formed the basis of UAB’s ESL program since its inception in 2001. The five core NBPTS propositions are as follows:

1. Teachers are Committed to Students and Their Learning.
A candidate’s commitment to students and their learning is shown through weekly assignments in EESL 613 and in each of the subsequent teacher education courses. The candidate’s commitment is further demonstrated in the culminating project for EESL 613 and the other EESL-prefix and FLL-prefix courses. This commitment will be observed during the internship course by a supervisor.

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
A candidate’s knowledge of subject matter is demonstrated through an end-of-course project and in each of the subsequent teacher education courses. The candidate’s ability to teach will be observed during the internship course by an internship supervisor.

3. Teachers are Responsible for Managing and Monitoring Student Learning.
A candidate’s growing responsibility for managing and monitoring student learning is demonstrated in every teacher education course. The candidate’s ability to manage and monitor student learning will be observed in the internship course by an internship supervisor.

4. Teachers Think Systematically About Their Practice and Learn from Experience.
Through ongoing and cyclical reflections required in EESL 613 and also required in all of the other teacher education courses, each candidate will establish the habit of systemically thinking about his/her practice, learning from experiences, and then adjusting his/her practice. This will be observed in the internship course by an internship supervisor.

5. Teachers are Members of Learning Communities.
EESL 613 is delivered primarily through a variety of groupings. This same format is also used in other courses. Candidates are also encouraged to do group projects within the PLCs that they may have already established in EESL 610 and/or EESL 630.

NOTE: In this syllabus, the word “student” is used primarily in reference to K-12 students and the word “candidate” is used to refer to UAB students in their role as candidates for a degree.

II. REQUIRED TEXTBOOK(S)/ADDITIONAL COURSE READINGS

Textbooks:
Web-based programs required in EESL 613: Canvas and Taskstream

TaskStream is a school-wide assessment program ensures that all certification candidates meet national professional standards. Candidates in an alternative master’s program create an electronic portfolio in EDU 500; those in a traditional master’s create one in EDU 600; and Ed.S. candidates do so in EDU 700. They continue building their Taskstream portfolio in subsequent courses until the end of their program.

### III. COURSE LEARNING OUTCOMES AND RELATIONSHIP TO PROFESSIONAL STANDARDS AND EVALUATION METHODS

Built on an additive rubric, CAEP TESOL Standards clearly define criteria for how one can approach, meet, and exceed the standard in relation to the performance indicators. The table includes a complete list of CAEP TESOL standard 2: *Culture as it Affects English Language Learning*.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.</td>
<td>Candidates are aware that cultural values and beliefs have an effect on EL learning.</td>
<td>Candidates teach using a variety of concepts about culture, including acculturation, assimilation, biculturalism, and the dynamics of prejudice, including stereotyping.</td>
<td>Candidates consistently design and deliver instruction that incorporates students’ cultural values and beliefs.</td>
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<tr>
<td>2. b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</td>
<td>Candidates are aware that racism and discrimination have effects on teaching and learning.</td>
<td>Candidates consistently use an anti-bias curriculum and material that promote an inclusive classroom climate, enhancing students’ skills and knowledge to interact with each other.</td>
<td>Candidates design and deliver instruction that includes anti-bias materials and develop a classroom climate that purposefully addresses bias, stereotyping and oppression.</td>
</tr>
<tr>
<td>2. c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELs' learning.</td>
<td>Candidates are aware that cultural conflicts and home events affect interpersonal classroom relationships and learning.</td>
<td>Candidates teach cross-cultural appreciation by addressing cross-cultural conflicts and establishing high expectations of EL’s interactions across cultures.</td>
<td>Candidates design and deliver instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.</td>
</tr>
<tr>
<td>2. d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and to build partnerships with ESOL families.</td>
<td>Candidates are aware of effective techniques for communication between home and school.</td>
<td>Candidates incorporate effective techniques for communication between home and school, including using the L1 as much as possible, in their instruction.</td>
<td>Candidates communicate in a culturally respectful and linguistically appropriate manner with students’ families.</td>
</tr>
<tr>
<td></td>
<td>Candidates recognize the importance of family participation</td>
<td>Candidates are able to communicate with, and build partnerships with students’ families.</td>
<td>Candidates establish ongoing partnerships with the community’s adults and leaders by including them in curriculum and classroom activities.</td>
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</tbody>
</table>
and support in their children’s education.  

If candidates are not fluent in their students’ L1, they make use of bilingual paraprofessionals and/or volunteers.  

Candidates design and conduct classroom activities that encourage families to participate in their children’s education.

### 2. e. Understand and apply concepts about the interrelationship between language and culture.

Candidates are aware of the links between language and culture.  

Candidates’ choice of techniques and materials reflect their knowledge of the interdependence of language and culture.  

Candidates act as facilitators to help students’ transition between the home culture and language and U.S. school culture and language.  

Candidates design classroom activities that enhance the connection between home and school culture and language.  

Candidates act as advocates to support students’ home culture and heritage language.

### 2. f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

Candidates have general understanding of major cultural group and begin to identify resources to increase their knowledge and understanding.  

Candidate use a range of resources about major cultural groups to deliver instruction.  

Candidates integrate different ways of learning and different cultural perspectives into their curriculum and instruction.  

Candidates consistently design activities that are based on their knowledge of cultural groups and incorporate them into their teaching.

### 2. g. Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.

Candidates are aware that ELs’ cultural identities will affect their learning.  

Candidates plan and deliver instruction that values and adapts to students’ different cultural perspectives.  

Candidates consistently design in-class activities and opportunities for students and families to share and apply their cultural perspectives to learning objectives.

### IV. COURSE OBJECTIVES

During this course, students will...

- Investigate the dimensions of multicultural education.
- Reflect on the attributes of their own cultural make-up.
- Articulate the influences of their own values and belief system.
- Analyze norms, values, and traditions of cultures.
- Facilitate cross-cultural understanding and learning in the classroom.
- Evaluate instructional materials for gender, ethnic, & racial biases.

### V. DESCRIPTION OF COURSE ASSIGNMENTS AND POINT VALUES

To successfully complete this course, each student must attain at least 70 percent for each of the assessment items listed below. Detailed guidelines for each item are provided in Appendix A (Course Requirements).
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Writing Assignments</td>
<td>Various</td>
<td>100</td>
</tr>
<tr>
<td>Autobiographical Paper</td>
<td>May 27 (Canvas) 11:59 PM</td>
<td>100</td>
</tr>
<tr>
<td>UAB In-Class Reflections and Activities</td>
<td>Monday – Friday</td>
<td>300</td>
</tr>
<tr>
<td><strong>Service Learning in Dominican Republic Course Project</strong></td>
<td>May 28 – June 4, 2018</td>
<td>250</td>
</tr>
<tr>
<td><strong>Presentation to Classmates Poster</strong></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Final Project Reflection on Experiences in DR</td>
<td>Due at end of semester</td>
<td>150</td>
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**TOTAL POSSIBLE POINTS** 1,000

**GRADING SCALE:**
- **A** (900-1000)
- **B** (800-899)
- **C** (700-799)
- **F** (699 and below)

**VI. PROJECTED CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Canvas Modules</th>
<th>Module Dates</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Course Introduction (online – via Canvas)</td>
<td>Mon May 9 – Sun May 28</td>
<td>Chapter 1 (pp. 2 – 40) Affirming Diversity</td>
<td>Module Assignments On Canvas</td>
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<tr>
<td></td>
<td></td>
<td>Autobiographical paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start reading: Assigned Book</td>
<td></td>
</tr>
<tr>
<td><strong>2. EDUCATION ABROAD in Dominican Republic</strong></td>
<td>May 28 – June 4, 2018</td>
<td>Current Authors from DR</td>
<td>In field – Service Learning Reflections/Lesson Plans</td>
</tr>
<tr>
<td>3. Structural &amp; Organizational Issues in Classrooms and Schools</td>
<td>Mon June 6 – Sun June 19</td>
<td>Ch. 4 (pp. 108 – 139) Affirming Diversity</td>
<td>Module Assignments (Compare DR with US educational environments)</td>
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<td></td>
<td></td>
<td>No out of class readings</td>
<td>Reflections on speakers and field trips</td>
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<tr>
<td>4. Face-to-Face Class</td>
<td>Mon June 20 – Fri June 24</td>
<td></td>
<td></td>
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<tr>
<td>5. Linguistic Diversity and School Achievement</td>
<td>Mon June 27 – Sun July 10</td>
<td>Ch. 6 &amp; 7 (pp. 210 – 253) Affirming Diversity</td>
<td>Module Assignments</td>
</tr>
<tr>
<td>6. Learning from Students</td>
<td>Mon July 11 – Sun July 24</td>
<td>Ch. 8 (pp. 296 – 341)</td>
<td>Module Assignments Final Group Project</td>
</tr>
</tbody>
</table>

**Thursday July 21st**
- **CLOSING SESSION**
  8:30 – 10:00 AM Role Play (620 final assessment)
  10:00 – 10:45 BREAK & SET UP
  1045 – 12:00 Project Presentations (613 final assessment)
  12:00 – 1:00 PM LUNCH
VIII. KEY ASSESSMENTS/PORTFOLIO ARTIFACTS
Faculty members in UAB’s SOE have developed an integrated, multidimensional assessment program that requires that all candidates demonstrate attainment of important professional standards. Candidates are required to successfully pass key assessments identified in their programs and to place other assignments as identified below in their TaskStream electronic portfolios. Any candidate who fails to pass key assessments after two attempts will be assigned a grade of “F” in this course. For this course, the grade you receive on your first attempt on the Key Assessment will be the grade used to calculate your final grade.

The Key Assessment for this course is as follows: None

The following artifacts/assignments must be placed in a Taskstream portfolio: None.

X. COURSE POLICIES

Policy Regarding Reasonable Accommodations
If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. It is incumbent upon the candidate to inform the instructor of necessary accommodations throughout the semester as they may apply. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Candidates with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

Policy Regarding Title IX
The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit http://www.uab.edu/titleix for UAB’s Title IX Policy and UAB’s Equal Opportunity and Anti-Harassment Policy.

Policy Regarding Candidate E-Mail Requirement
UAB requires that each candidate use their UAB e-mail address for official communication. If you encounter trouble or problems with your e-mail address, please contact ASK-IT (996-5555).

Policy Regarding Candidate Absences (Class attendance and participation): Participants are expected to (a) attend all scheduled sessions, (b) complete all reading and writing assignments before the first class session as well as those due after the week of class, (c) participate in all in-class activities, (d) actively participate in the group course project (or complete individual project if approved by instructor), and (e) thoughtfully and reflectively complete course surveys essential to program refinement and reporting requirements. Participants who miss any of the sessions must complete all the required assignments plus an auxiliary assignment in order to obtain a course grade. Securing and completing this auxiliary assignment is the participant’s responsibility.

Policy Regarding Late Assignments
If a student is unable to complete an assignment by the due date, he/she should contact the course instructor in anticipation of the late assignment to discuss whether the assignment will be accepted after the due date. Although late assignments are almost always accepted, you must contact the instructor. Because course assignments are tied closely to the course objectives and in-class activities, consistently turning in assignments...
late will result in the loss of points and perhaps the reduction of a letter grade in the final course grade. Opting for an INCOMPLETE grade will result in another loss of 5 points.

**Policy Regarding Oral and Written Communication**

UAB's SOE faculty members expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate whose oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or completion of an appropriate writing course (e.g., GRD 727 for graduate students).

**Policies Regarding Academic and Non-Academic Misconduct**

UAB Faculty members expect all members of the academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Honor Code, Academic Code of Conduct, Student Code of Conduct, and Non-Academic Code of Conduct. Information regarding UAB's policies regarding these Codes of Conduct is located in link below. You may access this link online by going to: [https://www.uab.edu/students/academics/honor-code](https://www.uab.edu/students/academics/honor-code)

**Turn-It-In Policy**

The SOE is committed to the fundamental values of preserving academic honesty. The instructor reserves the right to utilize electronic means to help prevent plagiarism. Candidates agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in the Turn-It-In.com restricted access database solely for the purpose of detecting plagiarism.

**Appendices**

**Appendix A: Course Requirements**

**Section 1) Reading and Writing Assignments**

In EESL 613, you will read Chapters 1, 4, 6, 7, and 8 from your textbook, *Affirming Diversity*. Each chapter will be accompanied by a writing assignment. The material in chapter 1 introduces many of the “big ideas” of this class and should complement your work on your autobiographical paper.

**Autobiographical Paper**

In a 3-page reflective paper (double spaced, APA, no header), candidates will consider how their life experiences, world view, education, and family background have helped form their present ideas about teaching and learning diverse students. Use this paper to explore powerful influences in your life (both positive and negative) that have helped determine who you have become as an individual and how that influences your work as an educator.

*Using question #1 (ch. 1 of Nieto/Bode text, p. 39) as a frame, review your own educational background, experiences, and environments from a multicultural perspective. Consider the following questions and include pertinent pieces in your paper:*

- When I was growing up, what messages did I receive about what it meant to be a member of my racial/ethnic group, religion, gender, sexual orientation, socioeconomic class? How have these messages informed the way I interact with students, colleagues, and parents who are either in or out of my group(s)?
• What are some life experiences or dimensions of my identity that give me unique insight into multicultural issues?
• What are areas or –isms that I struggle with? What are some of my stereotypes or prejudices? How do I confront these?

Autobiographical papers will be evaluated with the following criteria. The paper should actively explore:
• Your socio-historical and cultural family background and provide insights into how this influenced your self-identification.
• Your life experiences that have provided a new perspective in multicultural issues, and the impact your self-identification and lived experiences have had on your work as an educator.

Section 2) Face-to-Face Class at UAB -- Writing Reflections and Activities

During face-to-face class time, you will be asked to write your thoughts and insights to presentations, videos, field trips and class activities as well as participate in individual and group activities.

• All work should be submitted at the end of each day. Submission will either be through Canvas or on paper. When it is not possible to complete the assignments in class, instructions will be given as to when and how you submit your work. However, the final deadline for submitting all completed class reflections and activities is the last day of class.

Section 3) Empowering Children in the Dominican Republic: UAB Education Abroad

Through the service learning component of the trip, education abroad participants will collaborate with teachers and community members to repair physical spaces such as schools and libraries. Because the Dominican Republic is a Spanish speaking country, UAB teacher candidates will be able to teach English as a foreign language, enabling them to use ESL methods they have learned and to use the teaching and learning resources that are available to them. Fully engaging with the context by interacting with children, parents, teachers, and community members complement several goals of EESL 613.

EESL 613 course expectations and activities for the DR trip include journaling, integrating anti-bias teaching materials into lesson plans, as well as living and teaching in a Spanish dominant context. Regarding language, many education abroad participants—as monolingual English speakers -- will find themselves in the language minority, some for the first time in their lives. This opportunity brings into sharp focus the connection between language and culture.

Students who choose to add the abroad program will complete all components of EESL 613, which includes attending all classes on UAB’s campus. Specific EESL 613 assignments that complement the Dominican Republic trip include the autobiographical paper and final project. Some readings and assignments will be adjusted for those students who participate in the Dominican Republic trip. For example, instead of reading Burro Genius, DR participants may read literature from current DR authors such as Junot Diaz or Josefina Baez. In order to approach the culture from an anthropological perspective, an ethnography may be selected as required reading. While on the trip, students will meet with the instructor for debriefing and continued reflection on course goals.

Tentative Itinerary

Arrival: May 28, 2018  Example Hotel: Piergiorgio Palace Hotel, Sosua, DR
Day 2 – community tour and introduction to Mariposa Foundation at the Coral School
Day 3 – Service activities (organizing library, teaching English, art class) and Global Connection Exercises
Day 4 – Service activities and tour of Puerto Plata city Tour or special education school
Day 5 – Service activities and free time
Day 6 – Service activities and surfing lessons
Day 7 – Excursion to Laguna Gri Gri
Day 8 – Departure from Puerto Plata Airport at 11:30 AM
Section 4) Course Project
This group project should be grounded in practical concerns about diversity, ethnicity, racism, language or other multicultural issues. Use your project to illustrate, exemplify, or problem-solve an issue within multicultural education. If needed, refer to your textbook for ideas on choosing a topic to engage with culture in a complex way. Specifically, review the end of each chapter for ideas under the “activities” section. Look through chapters 9 and 10 for ideas on curriculum adaptations and community projects. When building your project, you should include at least 5 outside authoritative sources that are not your textbook (APA citations). These sources should support your point of view or provide materials for a practice-based project. Each project should be fully developed and ready for a professional presentation in July. Topics for your final project will emerge from your service learning experiences in the Dominican Republic. Your project should reflect ways for you to integrate your raised awareness and insights into your teaching practices in the U.S. schools.

What you will present at the Closing Session Thursday, July 21:
- A poster describing, explaining, and illustrating your course project
- A one-page handout providing information about your course project (also made available on Canvas)
- Any product you created as part of your course project

What you will do at the Closing Session Thursday, July 21:
- Set up your poster display (10:45) as in professional conferences.
- Participate fully in the poster display (10:45-12:00)
- Give a 5-minute oral explanation at the time indicated for your project.
- View all of the other projects
- Attend the workshop in the afternoon (1:00-3:45)
- Do the course evaluation (3:45-4:00)

Section 4) Final Project Reflection
As the final assessment item for EESL 613, each candidate will provide a reflection of the final project. This reflection should be in response to the following questions. Include these questions as subtitles within this description. Be sure to provide examples and details in response to each question. Integrate the 5 scholarly sources as needed into each response (APA citation).

1. Explain how this project (and course) helped you to understand broader social-cultural, historical, political, economic, and philosophical issues and how they impact educational policies and practices.

2. Describe how this project helped you in reaching an understanding of how students differ in their approaches to learning, not only with respect to their varying learning abilities but also with respect to the diversity of their cultural backgrounds.

3. Explain what you have learned through this project (and throughout this course) with respect to the need to vary instructional assessments, appropriate activities, and response modes and adaptations of instruction for students with varying abilities, and especially for meeting the needs of second language learners and those from diverse cultural backgrounds.

4. To what extent does your project demonstrate your understanding of how to learn about students’ experiences, cultures, and community resources as well as your ability to incorporate your students’ experiences, cultures and community resources into your instruction?

5. Based on what you learned from this course, how do you plan to incorporate your project in creating learning opportunities that would be appropriate in addressing the needs of individual students within a diverse student population and in designing instruction that will appropriately challenge students of varying abilities, diverse cultures, and linguistic histories?