Southern Illinois University Carbondale
EDUC 319: Language, culture, and learning
Sections 003
Fall 2014 (Aug. 18 – Dec. 10, 2014)
Tuesday 4-6:25 p.m.
WHAM 112

Instructor: Ann Michele Garrett, National Board Certified Teacher (retired), M.S. in education; M.S. in school counseling; ELL endorsement; Illinois certification/licensure in elementary, secondary, and special education.

Office: Wham 323H
Office Hours: M 2-3 p.m.; Tues. 10 a.m.-4 p.m.; Wed. 2-3 p.m. Other times by appointment
Email: agarrett@siu.edu
Phone: 618-246-8298

Conceptual Framework:

The conceptual framework identified by Southern Illinois University-Carbondale’s College of Education and Human Services illustrates the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU-C’s Teacher Education Program.

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents/families/guardians, and the profession. Course Objectives: 1, 4, 5, 8, 9

Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Course Objectives: 1, 2, 3, 4, 5, 6, 9

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences, they create instructional opportunities to maximize student learning. Course Objectives: 1, 2, 3, 4, 5, 7
Course Description:
This course introduces first and second language development and acquisition, language variation, cultural diversity, bilingual education, and culturally and linguistically responsive instruction. The course will serve as a foundation for methods courses in the teacher education program where teacher candidates will learn best practices to teach ELLs (English language learners), dialect speakers, and other students from diverse cultural and linguistic backgrounds.

COURSE OBJECTIVES:
Upon completion of the course, students will have an overall understanding of:
1. similarities and differences between first- and second- language acquisition and be able to relate different theories of second language acquisition to classroom instruction and literacy instruction;
2. recent research in the field of second language learning;
3. the use of the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for ELLs and Common Core Standards;
4. formative and summative assessments as they relate to ELLs
5. language demands and literacy required for academic success
6. theories of learning as they relate to ELLs;
7. plan, deliver, assess, and reflect on instruction
8. federal policies as they relate to teaching ELLs.
9. family communication

REQUIRED TEXT:
WIDA handbook (available through D2L)

The course is designed to address aspects of the Illinois Professional Teaching Standards, with a specific focus on English language learners and dialect speakers:
# 1: Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning (specifically, 1A, 1E, 1F, 1G)

# 2: Content Area and Pedagogical Knowledge: The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice (specifically, 2E, 2H, 2Q)

# 3: Planning for Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement (specifically, 3C, 3P, 3Q)
# 8: Collaborative Relationships: The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members (specifically, 8A, 8D, 8I, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 8T)

#9: Professionalism, Leadership, and Advocacy: The competent 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 (specifically, 9A, 9F, 9G, 9Q)

Helpful Websites:
http://www.isbe.state.il.us/ Illinois State Board of Education
http://www.ncela.gwu.edu/ National Clearinghouse for English Language Acquisition and Language Instruction Education Programs
http://wida.us/standards/eld.aspx
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Grading Scale
Your grade will be figured using the scale below.

A 92-100 points
B 83-91 points
C 70-82 points
D 60-69 points
F 0-59 points

Note: Completing the above course requirements does not automatically result in an “A” grade. An “A” grade is earned only by satisfying the highest standards set for each of the assignments.

Course Requirements:

Tests: 4 exams and 1 final exam  100 points each

Reflective Statement: The assignment will require you to reflect on what you have learned about specific topics relevant to the course and how you will use this information and learning to enhance your teaching. Details will be provided in a rubric. 100 points

Identity/Language Autobiography: You will be required to research and reflect on your identity and language development and the role of family members and other key figures in the creation of your literate identity. Details will be provided in a rubric. Oral and written requirement. 100 points

Lesson Plans: Parts of the edTPA lesson plan will be the focus of this work, particularly planning for, teaching, and evaluating the language demands of content specific lessons.
You will create all parts of the lesson plan. Details will be provided in a rubric. 100 points

**Lesson Plan Reflection/Analysis:** Analysis of teaching experience. Details will be provided in a rubric. 100 points

**Discussions postings:** Posted on D2L by noon every Monday 10 points each

**Presentations/participation:** Every class will have presentation and written requirements worth 10 points each. It is, therefore, important that you attend every class.

**Group Presentation:** Using technology and lesson delivery, groups will present an assigned topic for this class. Details will be provided in a rubric. 100 points each. Written component of group presentation 100 points.

**Final Exam:** The final will be the same as the pre-test that you wrote on the first meeting of class.

**Livetext:** Your plan must be successfully posted in Livetext in order to receive credit for this course.
### Tentative Course Schedule Fall Semester 2014 (subject to change as the semester progresses)

**EDUC 319: Language, culture, and learning**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>19 Aug.</td>
<td>Pretest. Course introduction and purpose; syllabus review</td>
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<tr>
<td>26 Aug.</td>
<td>Ch. 1 Language About the Language Learner</td>
<td>Ch. 1 discussion post</td>
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<tr>
<td>9 Sept.</td>
<td>Chap. 2 – Learning About Language Structure</td>
<td>Ch. 2 discussion post</td>
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<tr>
<td>16 Sept.</td>
<td>Chap. 3 – Learning About Second-language Acquisition</td>
<td>Ch. 3 discussion post and WIDA p. 3-15</td>
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<td><strong>Test chapters 1 - 3</strong></td>
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<tr>
<td>23 Sept.</td>
<td>Planning a lesson to incorporate WIDA and language demands</td>
<td>1st draft planning lesson</td>
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<td>Ch. 4 Oracy and Literacy Present biographies</td>
<td>final draft of autobiography and presentations</td>
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<tr>
<td>30 Sept.</td>
<td>Ch. 5 – Content-Area Instruction</td>
<td>Ch. 5 discussion post and language demands</td>
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<tr>
<td>7 Oct.</td>
<td>Ch. 6 – Theories and Methods of Bilingual Education</td>
<td>Ch. 6 discussion post</td>
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<td><strong>Test ch. 4 - 6</strong></td>
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<tr>
<td>14 Oct.</td>
<td>Ch. 7 Assessment</td>
<td>Ch. 7 discussion post</td>
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<td>holiday</td>
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<td>Assessment activities</td>
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<tr>
<td>21 Oct.</td>
<td></td>
<td>Final draft of lesson plan in Livetext</td>
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<td>28 Oct.</td>
<td>Ch. 8 Cultural Diversity</td>
<td>Ch. 8 discussion post</td>
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<td><strong>Your lesson plan must have been taught by this date.</strong></td>
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<tr>
<td>4 Nov.</td>
<td>Ch. 9 Culturally Responsive Schooling Group assignments for technology</td>
<td>Post Ch. 9 discussion</td>
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<td>presentation</td>
<td><strong>Test 7-9</strong></td>
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<td></td>
<td>1st draft of lesson plan reflection/analysis</td>
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<tr>
<td>11 Nov.</td>
<td>Ch. 10 The Role of the Family in Schools</td>
<td>Ch. 10 discussion post</td>
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<tr>
<td>Holiday</td>
<td></td>
<td>1st draft of reflective statement due</td>
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<tr>
<td>18 Nov.</td>
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<td>25 Nov.</td>
<td>Ch. 11 – The Role of Educators in Language Policy Begin group</td>
<td>Ch. 11 discussion post</td>
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<td>presentations</td>
<td><strong>Final draft of lesson analysis due</strong></td>
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<td>2 Dec.</td>
<td>Ch. 12 – Culturally and Linguistically Diverse Learners and Special</td>
<td>Ch. 12 discussion post</td>
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<td>Education Group presentations</td>
<td><strong>Test Ch. 10 – 12</strong></td>
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<td></td>
<td></td>
<td>Group Presentations</td>
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<td></td>
<td><strong>Final draft of reflective statement</strong></td>
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<tr>
<td>11 Dec.</td>
<td>Final Exam 4-5:45</td>
<td>Final Exam</td>
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*This calendar is tentative and may be subject to change as the semester progresses*
Late Assignments:
Assignments posted on the syllabus are due at the beginning of the period for class meeting noted unless you are told differently by the instructor. In extreme circumstances where it may be necessary for you to turn in an assignment late, arrangements must be made in advance. Otherwise, late assignments will be accepted and graded with points deducted.

Policy on “Incomplete” as a Course Grade:
An Incomplete is assigned when, for reasons beyond your control, you are engaged in passing work but unable to complete all class assignments. Please be sure to talk with me before the end of the semester if you feel you would like to request an Incomplete.

Attendance Policy: If you are absent more than once you will lose 5 points for each absence. Your presence is required because you are a member of a learning community and your absence takes away from your opportunity to learn. Please keep in mind that if you are absent too many times from the class, it may become necessary for you to repeat the course. Chronic tardiness and/or early dismissal will also affect how you contribute to the class. Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed. In order to ensure that all students have the opportunity to benefit from time spent in class, students are prohibited from engaging in any form of distractions (**including the unauthorized use/display of cell phones, laptops, or other devices as well as newspapers, or other class assignments **).

Preparation for Class: Please attend sessions having read all assigned readings for each session.

Inclusiveness: Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career. At SIU, there are people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Therefore, it will be necessary for you to communicate with people from diverse backgrounds.

Academic Honesty: Acts of academic dishonesty, including but not limited to cheating and plagiarism, will not be tolerated! Minimally, in instances where academic dishonesty is suspected, no credit will be given for the work. The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges.

Emergency Procedures- SIUC is committed to providing a safe and healthy environment for study and work. Some health and safety circumstances are beyond our control, therefore, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down), and in the Emergency Response Guidelines pamphlet. You will need to know
how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**SPECIAL ACCOMMODATIONS**

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618-453-5738; [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)) typically recommends accommodations through an Accommodation Agreement Form. Any information you provide is private and confidential and will be treated as such.

**Official SIUC Student E-mail Policy**

Students are responsible for checking their University e-mail account on a frequent and consistent basis in order to stay current with University-related communications.

**Syllabus Attachment Fall 2014**

“We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.”

[http://pvcaa.siu.edu/](http://pvcaa.siu.edu/)

**IMPORTANT DATES**

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<tr>
<th>Event</th>
<th>Date(s)</th>
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<tr>
<td>Semester Class Begins</td>
<td>08/24/2014</td>
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<tr>
<td>Last day to add a class</td>
<td>08/18/2014</td>
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<td>(without instructor permission)</td>
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<tr>
<td>Last day to withdraw completely</td>
<td>08/24/2014</td>
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<tr>
<td>and receive a 100% refund:</td>
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<tr>
<td>Last day to drop a course using SalukiNet:</td>
<td>10/26/2014</td>
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<tr>
<td>Last day to file diploma</td>
<td>10/31/2014</td>
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| application (for name to appear in Commencement program): | 12/8-12/12/2014 | Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage [http://registrar.siu.edu/](http://registrar.siu.edu/)

**FALL SEMESTER HOLIDAYS**

- Labor Day 09/01/2014
- Fall Break 10/11—10/14/2014
- Veterans Day 11/11/2014
- Thanksgiving Vacation 11/26—11/30/2014

**WITHDRAWAL POLICY ~ Undergraduate only**

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit [http://registrar.siu.edu/pdf/ugradcatalog1314.pdf](http://registrar.siu.edu/pdf/ugradcatalog1314.pdf)

**INCOMPLETE POLICY ~ Undergraduate only**

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: [http://registrar.siu.edu/grades/incomplete.html](http://registrar.siu.edu/grades/incomplete.html)

**REPEAT POLICY**

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at [http://registrar.siu.edu/pdf/ugradcatalog1314.pdf](http://registrar.siu.edu/pdf/ugradcatalog1314.pdf)

**GRADUATE POLICIES**

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit [http://gradschool.siu.edu/about-us/grad-catalog/index.html](http://gradschool.siu.edu/about-us/grad-catalog/index.html)

**DISABILITY POLICY**

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

[http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)


**PLAGIARISM CODE**
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Build-ing Emergency Response Team (BERT) programs. Emergency re- sponse information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safe-ty’s website at www.dps.siu.edu (disaster drop down) and the Emergen-cy Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency af- fecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/ Math Labs http://tutoring.siu.edu/math_tutoring/index.html WRITING CENTER The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin ADVISEMENT: http://advisement.siu.edu/