0EDCI 633
Teaching for Cross-Cultural Communication
University of Maryland, College Park
Spring, 2009
Tuesdays: 5:00pm- 7:45pm (Rm 2212)
Professor: Melinda Martin-Beltrán, PhD
Office phone: 301-405-4432, email: memb@umd.edu
Office: 2227B, 2nd Flr Benjamin Bdg.
Office hours: Tuesdays 2:30-4:30pm and by appointment

Course purpose:
The overall goal of this course is to understand cultural issues that second language learners (i.e. ELLs) and their teachers are likely to encounter in the classrooms and to acquire knowledge and techniques to facilitate their success. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. This class will address the standards in Domain 2a and 2b in the TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education.

This class will also address NCATE standards and principles that the American Council on the Teaching of Foreign Languages (ACTFL) has outlined within the ACTFL Program Standards for the Preparation of Foreign Language Teachers. This course will focus specifically on Standard 2, which reflects the sociocultural knowledge base for understanding another culture through its system of interconnected perspectives, products, and practices.

Course Objectives:
At the conclusion of this course participants will be able to:
1. Describe how their own cultural background and identities influence their approach to teaching and perspectives on communication [2a1]*
2. Develop ways to learn about diverse students’ cultural experiences [2b1]
   • Share and incorporate knowledge of the history, culture and experiences of specific linguistically diverse communities found in teaching situations [2b5]
3. Describe ways that different students’ cultural identities influence classroom interaction, communication and learning [2b2]
4. Explain the processes and tensions involved in cultural adjustment and acculturation for immigrant students [2a1, 2b5]
5. Examine the sociocultural and sociopolitical contexts of language and culture (socioeconomic status, immigration status, race, religion, gender) to understand how these impact student learning and classroom contexts [2a2, 2b3, 2b4]
   • Recognize and respond to stereotyping, ethnocentrism, racism and linguistic discrimination that exists within and beyond classrooms
   • Consider ways to recognize & build upon different language varieties (i.e. heritage language varieties, World Englishes)
6. Articulate teaching principles related to the interrelationship between culture and language by citing current research [2a, 2a4]
7. Describe ways to improve home/school communication and connections with ESOL families[2a3]
8. Develop cultural responsive curriculum that is adapted for LC2 learners [2a1]
   • Reflect critically on one’s own classroom practices with linguistically and culturally diverse students

* TESOL performance indicators are indicated below in brackets. These numbers correspond to the TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education.
# Table of Contents of Syllabus:

- **Required Texts:** 
- **Course Requirements:** 
- **Assignments and Evaluation:**
  1. Reflection autobiography paper: 
  2. Post-reflection paper: 
  3. Class participation and Learning Log Journals: 
  4. Discussion Leaders & Online discussion on weekly topics 
  5. Blackboard Online Discussion: 
  6. Cultural Case Study: Ethnographic interview and research 
  7. Real & Ideal Classroom Culture for second language learners: Observation & Analysis 
  8. Teacher resource guide 
  9. Presentation 
- **633 COURSE SCHEDULE**

## Required Texts:


**ISBN: 0805837388**


**ISBN: 0867093552**

These books will also be on reserve at McKeldin Library.

## Other Required Readings:

All required readings, other than the required books, (in the form of journal articles and book chapters) will be posted on the **blackboard class website**.

Login at: [https://elms.umd.edu](https://elms.umd.edu)

Find EDCI633 under “my courses.”

## More Resources:

“TESOL Research Web-Page” available on-line through UMCP Libraries and at the following address:

UMD library websites:


NOTE: APA Guidelines are linked.

### National resources websites:


http://www.cal.org/ (Center for Applied Linguistics)

## Course Requirements:

**Assignment Guidelines**

1. Complete all assigned readings (see Course Schedule) before class
2. Submit a hard copy of all assignments at the beginning of class on the due date, and post all assignments electronically (on elms website) on the day that they are due.
3. Rubrics with specific guidelines for each assignment will be given to students separate from this syllabus.
4. All assignments should be typed with Times New Roman, 12 pt
5. Use APA format for references see: APA Formatting and Style Guide at OWL website: http://owl.english.purdue.edu/owl/resource/560/01/
6. Incompletes will not be given for this class
7. Late submissions will result in a half-grade drop per day late, unless arrangements are made with the instructor.

If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in a conference or academic activity, you must make arrangements with instructor to turn in the work PRIOR TO the due date. In the case of an emergency or serious illness, please contact instructor as soon as possible following the incident.

**Assignments and Evaluation**

<table>
<thead>
<tr>
<th>Assignments and Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Learning Logs</td>
<td>12</td>
<td>Ongoing, see logs during class &amp; online 2pts-volunteer with HSC 4/21</td>
</tr>
<tr>
<td>Cultural autobiography paper</td>
<td>10</td>
<td>Wk 2</td>
</tr>
<tr>
<td>Discussion Leadership</td>
<td>10</td>
<td>(2 throughout)</td>
</tr>
<tr>
<td>Online responses</td>
<td>8</td>
<td>(2 throughout)</td>
</tr>
<tr>
<td>Cultural Case Study (4 part process)</td>
<td></td>
<td>Select informant wk 3</td>
</tr>
<tr>
<td>a. Background research</td>
<td>5</td>
<td>Wk 4</td>
</tr>
<tr>
<td>b. Scholarly references</td>
<td>5</td>
<td>Wk 5</td>
</tr>
<tr>
<td>c. Language Learner Interview</td>
<td>5</td>
<td>Pilot questions wk 6, write up notes by wk 8</td>
</tr>
<tr>
<td>d. real/ideal classroom observation</td>
<td>5</td>
<td>Wk 10 observation notes due (schedule observation for wk 7-9)</td>
</tr>
<tr>
<td>Teacher Resource Guide (write up of cultural study with analysis &amp; implications)</td>
<td>25</td>
<td>Wk 12 rough draft Wk 14 final draft</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
<td>Wk 14</td>
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<tr>
<td>Post-reflection wrap up paper</td>
<td>10</td>
<td>Wk 15-Wk 16</td>
</tr>
</tbody>
</table>

### 1. Class participation and Learning Log Journals: 12%

The classroom community member should:
- Be present at all classes
- Be prompt for all classes
- Have thoroughly read and processed assigned readings
- Provide thoughtful contributions to class discussion
- Listen and respond to classmates
- Be respectful

Attendance and class participation are part of your grade. If you must be absent, let me know in advance and please arrange to have a classmate pass on notes and any class handouts. You are responsible for all course work and for maintaining deadlines despite your absence. If you miss more than one quarter of class meetings (i.e. 4 out of 15), you will not pass the course.

You are expected to attend all class sessions and participate actively in discussions. You will earn a grade for participation and attendance that takes into account the quality and substance of your contribution to the
collaborative learning of the class community. This also includes your participation in online discussion (learning logs) and the in-class discussions. **Learning logs** are to help you reflect on your learning throughout the course.

Class participation includes contributions to class discussion and engagement with in-class activities (including collaborative & small group work). Small groups will **jigsaw** (share) and present several readings throughout the semester.

*2pts-volunteer with HSC 4/21/09

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2. **Reflection autobiography paper**: 10% (Due week 2)

   Describe how your own cultural background and identities influence your approach to teaching and perspectives on communication. The purpose of this project is to examine our own culture assumptions. In addition this provides a starting point to think about what you want to learn more about in this course. We will discuss this further in class.

3. **Discussion Leaders 10%**

   Due dates: Week 3- Week 14

   You will be a discussion leader (working collaboratively in pairs) **two times** during the semester. Each pair will be responsible for leading/starting a weekly discussion about the focal readings. Pairs should prepare their discussion **working together outside of class** (either on-line or in person). The purpose of this assignment is to give you experience facilitating a discussion and to give class participants another way to process and engage deeply with the weekly material. By posting this material online on class members will be able to cross-pollinate ideas and compile a cumulative summary of main ideas discussed in this course.

   **Discussion leaders’ responsibilities** (2* 5pts= 10 pts)
   a. Prepare a discussion and presentation that summarizes and critiques the weekly readings (explain, describe, compare, synthesize). Your oral presentation need not be more than 15 minutes long. Prepare another 15-20 minutes for class participation
   b. Partners leading discussion should participate equally
   c. Pairs can be creative with supplemental materials, utilizing power point, bringing in extra resources, an interactive game etc. All should connect to that week’s reading concepts. See the instructor for questions or suggestions.
   d. Prepare discussion questions (or an activity) to engage the rest of the class
   e. Write up your presentation as a class handout or seminar paper (1-2 single spaced pp)
      • Please post your handout & any class activities plans on the blackboard site at least 48 hours prior to class. This is for both the instructor and fellow class members to read and print out before class

4. **Blackboard Online Discussion (OLR)**: (2*4=total 8pts)

   You will need to be an online respondent at least **twice** during the semester but you are encouraged to be a respond and reply often. Read all responses from class members each week, even when you are not posting. In addition to responding to the discussion leader or the readings themselves, you may also respond to other online respondents’ posts for that week.

   You will be a respondent (online) (2 times * 4pts each). **One** of these times you will be post a **pre-class reflection** (posted 48 hrs before class) and **one** of these times you will post an **after-class discussion** (posted 48 hours after a class).
   (Suggested length: one paragraph to one page)

   The **online discussion reflections** are informal, but intelligent response to weekly readings, class discussion and activities. They are intended to help students learn how to thoughtfully respond to materials and discussions in class and to encourage students to think about their own learning processes.
Content can include a gut response or a careful analysis of a concept in the readings or discussion and should serve as a place to think about how to apply this to your classroom. As you write these think about these questions:

- Did you hear/read/talk about something new? What do you still have questions about? What questions do you hope to investigate further? What has changed about your thinking today? What did I agree/disagree with?

**Options for online discussion posts**

- a. Respond to guiding questions
- b. Elaborate on areas of interest, agreement/disagreement with readings or discussion leader
- c. Ask extension questions
- d. Analyze readings/issues from multiple perspectives
- e. Make connections between course readings/topics and own experience
- f. Continue unfinished in-class discussion
- g. Respond to interesting issues that came up during class discussion.

**5. Cultural Case Study**

This is the research process which will lead to the teacher resource guide & presentation as the final products.

The purpose of this project is to develop ways to learn about diverse students’ cultural experiences. For this project you will conduct an ethnographic interview with a student and/or their parent (if student is below grade 5) who is from a community you want to know more about. This student should be an ESOL student and preferably a newcomer/immigrant. Foreign language teachers may instead choose a heritage language speaker who is likely to be in your classes.

**Select your informant (Week 3)**

As you select your cultural information you are encouraged to build new (or build upon existing) relationships that you have in your community. You are encouraged to choose your informant from the school where you are going to do your observation in order to observe how that student interacts in the classroom. The Maryland Institute for English also has a speaking partner program and the Dorchester house global communities hosts an “International Coffee Hour” every Weds. 3-4:30. (See real/ideal observation assignment below for site ideas.)

**a) Background research (Due week 4) 5%**

- To prepare for your interview and resource guide
- seek out reference materials, teacher guides, CAL newcomer guides, community based organizations, local community group cultural websites, embassies etc.
- Identify features of language(s) and access to English
- Educational system of home-country
- Include aspects that you believe are important for teachers to know such as the structure of education system, school divisions, curriculum, hours of school, compulsory education ages, percent enrollment, literacy, teacher training, college information/enrollment etc. (see Ch. 8 in Valdes, 1997 as an example).
- Compare and contrast their country’s educational system with the American school system.
- Sociopolitical, historical, economic or other factors that influence emigration
  (See Fu as example)

**b) Scholarly References (Due week 5) 5%**

Read & review at least two references (articles, books, chapters) that describe cultural features or social issues of the community you are researching. Summarize articles and explain its relevance to teaching students from this community. This article should not just present facts but also interpretation or cultural perceptions and influences. Seek out sources that might highlight cultural characteristics (beliefs, values, views of education) and ways they differ significantly with mainstream English dominant schools. Sources that include information about students in classrooms settings or articles dealing with educational issues and your culturally community are
particularly important (i.e. teaching English in Somalia, Chinese students in American classrooms etc.).
• Post 1-2 pp single-spaced document on online discussion board
• Reply to at least one other group member about their research process
• Include interview tips/ideas

c) Interview 5%
Post & share interview notes with highlights and 5-10 direct quotes to class.

Use your background research to inform your interview. You should also do a “member check” with your background information and a follow up “member check” after the interview. We will discuss this process in class.
You might ask more about
• Value orientations
• Perceptions of good teaching and learning
• Expectations about teacher-student interactions
• How parents see American schools vs. prior experiences

d) Real & Ideal Classroom Culture for second language learners: Observation & Analysis
Observation—5%
(Annotated notes using protocol posted online and brought to class week 10, observation could be scheduled earlier)
This project involves observing language learning classroom and describing its structure, setting, activities, interactions etc.

You are required to observe (at least 45 minutes) a classroom with large number of linguistically and culturally diverse students (ESOL students). During your observation you should take notes using the “sociocultural observation protocol” discussed in class.

I will provide you with a list of area schools and possible teachers, but it is your responsibility to locate a classroom and make arrangements for an observation. You will need to ask for teacher approval for specific dates and times during which you want to observe. As a representative of our university, please approach all teachers and students respectfully and professionally.

Options for your observations:
1. A local elementary, middle or high school
   a. Instructor will provide a list of schools with professional development partnerships with the University of Maryland
2. Maryland Institute for English
   1121 Holzapfel Hall
   Link for MEI faculty contact information:
   http://international.umd.edu/mei/259
   The director of MIE has informed her instructors that they may be receiving an email from students in this class to set up an observation time.
3. Community based ESOL classes
   a. Volunteer opportunities

Real/Ideal Analysis (Rough draft due Wk 11, Final draft due Wk 13 as part of teacher resource guide)-10% included in final resource guide write-up
In your analysis describe challenges and successes. What worked well? What didn’t work well? What would be more appropriate? After your thick description of the classroom culture and discourse system, describe how you would change this classroom culture to create your ideal culturally responsive classroom/curriculum in order for LC2 learners to be successful. Justify your suggestions with research and readings (references) from this course. The expectation is that you will incorporate knowledge of the
history, culture and experiences of specific linguistically diverse communities with which you have done your ethnographic interview. (Rubric and more detailed expectations will be handed out in class).

- **Evaluation criteria for real/ideal classroom analysis**
  - Describes actual classroom & nature of tasks, expectations, social norms
  - Reflects on how informant would interact or participate in this situation
  - Describe weaknesses and strengths of the classroom culture (possible areas of difficulty, misunderstanding, or drawing upon resources)
  - Suggests ways to make the classroom more cultural responsive for your informant
  - Refer to several class readings to support your suggestions for the “ideal” classroom culture (include references using APA citation format)

6. **Teacher resource guide (wk 14) 25%**

*5pts given for posting **rough draft** and participating in small group feedback discussion

Compile what you learned from your research and interview to create a final resource guide for teachers likely to encounter these students in ESOL or foreign language classrooms. Your analysis of your classroom observation should inform your guide.

This guide should:

- Paint a vivid picture/tell a story of student experience in new country
- Integrate research from several sources of information (interview, background research, scholarly reference)
- Include cultural & historical context for understanding student’s beliefs/values & describe the community from which they came
- Highlight cultural characteristics (beliefs, values, views of education) might differ significantly with mainstream American schools (which have historically been based on monolingual English, white, middle class assumptions?) or might differ significantly from your own background as a teacher and other settings
- Include real/ideal classroom analysis (see #6 above)
- Give suggestions/applications for teachers
  - These suggestions should be on two levels for this assignment: 1) specific feedback based on observation, 2) generalizations that apply to other educational situations for other teachers working with these students
  - What cultural characteristics and funds of knowledge could teachers build upon?
  - What should teachers be aware of in order to make accommodations or adaptations to the teaching and learning in their classrooms?

7. **Presentation (Due week 14) 5%**

You will work together in small groups working on similar areas. In this presentation you should share what you have learned with the class through your cultural case study and classroom observations.

Your presentation should:

- Clearly guide future teachers through findings from interview, background research, scholarly reference
- Describe implications for classroom applications
- Focuses on pro-active suggestions for teachers of the “ideal” classroom
- Show preparation & organization of presentation
- Engage your audience
- Use time, visual aids and/or supplemental materials effectively

8. **Post-reflection paper: 10% (Due last week of class)**

Re-read initial discussion and revise preliminary reflection based on what you’ve learned in this class. Incorporating readings from class reflect again on your own cultural background in relation to your
perspective students. How will you respond to cultural differences? How could you build upon this? This paper should also reflect on your learning processes and research processes throughout the course. Refer to your learning logs to reflect growth and changes in perceptions after your cultural case study. From this post-reflection compose a statement to answer this question:

What are essential understandings that teachers need in order to be effective/ successful with linguistically and culturally diverse students? This statement could be added to your teaching philosophy or portfolio and articulated to a future employer, student or parent

University and Course Policies: This course complies with all relevant University policies including:

**Code of Academic Integrity:**
Students are expected to be committed to the principles of truth and academic honesty and to follow the Code of Academic Integrity, the full text of which is available at: [http://www.inform.umd.edu/CampusInfo/Departments/JPO/AcInteg/code_acinteg2a.html#Intro](http://www.inform.umd.edu/CampusInfo/Departments/JPO/AcInteg/code_acinteg2a.html#Intro)

**Attendance Policies:** [http://www.testudo.umd.edu/soc/atedasse.html](http://www.testudo.umd.edu/soc/atedasse.html)
University policy excuses the absences of students for illness (self or dependent), religious observances, and compelling circumstances beyond the student's control. Students must submit the request in writing and supply appropriate documentation.

**Documented Disabilities:**
If you have a documented disability and need to discuss academic accommodations, please contact me as soon as possible, preferably during the first week of class. Students requesting an accommodation are also encouraged to contact Jan Hutchinson, Director of the Office of Disability Support Services at 301-314-7682. Dr. Hutchinson will assist in identification and implementation.

**Students in Distress**
Graduate school is a stressful time. If you encounter psychological problems that interfere with your life as a student, service are available to you at the Counseling Center (314-7651), [http://www.counseling.umd.edu/Services/csservices.htm](http://www.counseling.umd.edu/Services/csservices.htm)

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### 633 COURSE SCHEDULE*

*The syllabus is a working and living document that will respond to student and instructor leaning throughout the course. Please note that assignments and due dates are subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics &amp; Readings (to be read by date listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 27</td>
<td><strong>Course Introduction</strong>&lt;br&gt; Introducing participants&lt;br&gt; Community Agreements: Establishing class norms/ classroom culture&lt;br&gt; What is culture?&lt;br&gt; <strong>In-class readings:</strong>&lt;br&gt; My name-Esperanza&lt;br&gt; See TESOL diversity statement &amp; state demographics (class handout)&lt;br&gt; See: <a href="http://www.ncela.gwu.edu/stats/3_bystate.htm">http://www.ncela.gwu.edu/stats/3_bystate.htm</a>&lt;br&gt; <strong>Class Activities</strong>&lt;br&gt; Activity #5- What I want... from this year C.A.R.E. #1</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activity</td>
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</table>
| Feb 3 | **ESOL 3:3 Discussion questions about teacher challenges**  
How do we talk about culture? How does culture shape teaching and learning?  
**Readings:**  
1) *Nieto: Beginnings* p.1-23 (focus on p1-5, 19-23)  
2) A Guide to *Culture in the Classroom* by Muriel Saville-Troike  
[http://www.ncela.gwu.edu/pubs/classics/culture/index.htm](http://www.ncela.gwu.edu/pubs/classics/culture/index.htm)  
(See table of contents on above link)  
See sections entitled:  
*The Nature and Scope of Culture*  
*Questions to ask about culture* (this is to skim & bring to class, not to read in its entirety)  
3) "Personalizing Culture Through Anthropological and Educational Perspectives," found on the CREDE (Center for Research on Education, Diversity, and Excellence) website:  
**Recommended further reading**  
**Wk 2 Assignment:**  
Post and bring hard copy of cultural autobiography  
**Class Activities:**  
CARE #7 Features of Culture  
ESOL 3:1 Speaking without words; ESOL 3: 2 & 3  
**Learning Log:** Awareness of culturally different (writing reflection)  
**In-class reading:**  
Handout of US and state demographics of language minority students. (This should inform decision to chose an informant) |
| Feb 10 | **Teachers develop cross-cultural competence and bridging home cultures**  
**Readings:**  
3) *An Indian Father's Plea* by Robert Lake (Grizzlybear)  
[http://www.multiworld.org/m_versity/articles/lake.htm](http://www.multiworld.org/m_versity/articles/lake.htm)  
**Alternative reading for World (Foreign) Languages Teachers (FLT)**  
**Class Activities:** |
Share autobiographies

**Video:** Better Together than Apart

**ESOL 3:7 - El arbol**

**Wk 3 Assignment:**
Select an informant, post online and share info in class

**Learning Log:** What did you learn from your colleagues’ autobiographies?

**Wk 3: Discussion leaders:** ___________________________ (possible guest speaker)

**Online respondent (pre-OLR):** ______________________

**Online respondent (post-OLR):** ______________________

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**4 Feb 17**

**Learning about Students Funds of Knowledge & Linguistic Resources**

**Readings:**


3) Nieto: Ch. 3 We Speak Many Tongues: Language diversity... (focus on p.79-81 and 87-97)

**Supplemental resources:**
Link: [http://www.ncela.gwu.edu/pubs/ncrcdssl/epr6.htm](http://www.ncela.gwu.edu/pubs/ncrcdssl/epr6.htm)

**Assignment:**
Background Research

**Learning Log:** What are your preconceptions about this cultural group? What are common stereotypes? What do you have questions about? (k-w-l)

**Activities**
Culture study group (ESOL 3:4-5, p.59)
Parent Interview (CARE #8)
ESOL 3:3 T7: Generalizations & stereotypes

**Wk 4) Discussion leaders:** ___________________________

**Online respondent (pre-OLR):** ______________________

**Online respondent (post-OLR):** ______________________

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**5 Feb 24**

**Examining the interrelationship between language and culture through cross-cultural comparisons**
<table>
<thead>
<tr>
<th>6</th>
<th>March 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Understanding Student Experiences: Acculturation and adjustment</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>1) Nieto: Ch. 4-Ch. 5 Becoming American: Student Experiences</td>
</tr>
<tr>
<td></td>
<td>2) Olsen (1997) On Separation and Invisibility Ch. 2 from: Made in America: Immigrant Students in our Public Schools</td>
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<td></td>
<td>4) Unpacking the Invisible Knapsack By Peggy McIntosh (1988)</td>
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<td><strong>Additional reading for World English Teachers (EFL)</strong></td>
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<tr>
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<td>--See news story posted as word document “TESOL China Culture”</td>
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<td></td>
<td><strong>Assignment:</strong></td>
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<td>Bring pilot interview questions</td>
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**Readings:**

2) Edge, Julian (2001) *Action Research Ch 12:* Constructions Across a Culture


**Recommended further reading**

**Alternative reading for World (Foreign) Languages Teachers (FLT)**

**Assignments:**
Summarize scholarly reference
Reply to at least one other group member about their research (i.e.I want to know more about…)

**Activities**
Cultural diversity profile (ESOL 3:2, p54)
CARE Act #3-sharing breakfast, collective
Start matrixes (ESOL 3:5) to compare groups

**Video:** *A different Place and/or Cold Water*

**Wk 5) GUEST SPEAKER**
<table>
<thead>
<tr>
<th>7</th>
<th>March 10</th>
<th><strong>Student Experiences</strong> learning and not learning the languages of the land</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
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<tr>
<td>1) Olsen (1997) Learning the Language of America</td>
<td>Ch. 4 - from: <em>Made in America: Immigrant Students in our Public Schools</em> p.90-105</td>
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<tr>
<td>3) Nieto: Ch. 8 Bilingual Education What teachers need to know about language and cultural identity</td>
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<tr>
<td><strong>Assignment:</strong></td>
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<tr>
<td>Interview cultural informant during week 7-8, post notes online by week 8 Share research process with small groups in class</td>
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<table>
<thead>
<tr>
<th>8</th>
<th>March 17</th>
<th><strong>Spring Break—UMCP</strong></th>
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<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td></td>
<td>Bring food to share</td>
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<tr>
<td><strong>Assignment:</strong></td>
<td></td>
<td>-- Post interview notes online</td>
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<td></td>
<td>-- Be prepared to share research findings (interview findings, classroom observations, and member check) in small groups</td>
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<td>-- If not attending potluck, post online learning log with questions for discussion</td>
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<tr>
<td><strong>Readings:</strong></td>
<td></td>
<td>1) Nieto: Ch. 1 - What is multicultural education?</td>
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<tr>
<td></td>
<td></td>
<td>2) Unpacking the Invisible Knapsack By Peggy McIntosh (1988)</td>
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<tr>
<th>9</th>
<th>March 24</th>
<th><strong>Understanding Student Experiences: Access to literacy and language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
<td><em>Fu (1995) The trouble is my English</em></td>
</tr>
</tbody>
</table>
1) Whole class will read: Ch 1 and Conclusion  
2) Small groups will read ch. 3-6  

Additional reading for World (Foreign) Languages Teachers (FLT)  
- See word document posted on blackboard, “Dia de los Muertos” by Sandra Cisneros  

Assignment:  
Class participants will Jigsaw Ch. 3-6 and prepare short presentations

<table>
<thead>
<tr>
<th>Date</th>
<th>March 31</th>
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<tbody>
<tr>
<td><strong>Developing lessons for culturally &amp; linguistically diverse students</strong></td>
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</tbody>
</table>

**Readings**  


or  

**Recommended further reading**  
Applications for Cultural Information in Instruction- Saville Troike  
[http://www.ncela.gwu.edu/pubs/classics/culture/applications.htm](http://www.ncela.gwu.edu/pubs/classics/culture/applications.htm)  

**Recommended additional Reading for world languages teachers**  


**Activities**  
ESOL 3: 6 Student cultural vignettes  
ESOL 7:3 Perspectives for curriculum  
ESOL 7:3 -4Analyze Lessons  

**Assignment Wk 10:**  
--Classroom observation notes  

**Wk 9) GUEST SPEAKER- Shannon Daniel**  
Online respondent (pre-OLR):  
Online respondent (post-OLR):  

<table>
<thead>
<tr>
<th>Date</th>
<th>April 7</th>
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<tbody>
<tr>
<td><strong>Language Varieties linked with culture, power and prestige (Notice 2 groups of readings)</strong></td>
<td></td>
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</tbody>
</table>

**English varieties**


**Recommended for further reading**


**Spanish varieties: Alternative readings for World (Foreign) Languages Teachers (FLT) teachers of varieties of Spanish**


See also resources at the
National Foreign Language Center: http://www.nflc.org/
http://www.discoverlanguages.org/i4a/pages/index.cfm?pageid=3392

**Handouts in class-- See excerpts from:**


**Wk 12 Assignment:**
Rough draft of teacher guide & real/ideal analysis

**Wk 12)**
Discussion leaders: ______________________ or Guest Speaker **Rashi Jain**

Online respondent (pre-OLR): ______________________
Online respondent (post-OLR): ______________________

12 April 14  Bridging Culturally Diverse Families and Schools
Working with ELL families

**Readings:**
1) Valdes (1996) *Con Respeto: Bridging the Distances between Culturally Diverse Families and Schools*  
(Jigsaw Ch. 6, 8)  
Ch 6. Raising Children p.116-138  
Ch. 8 Education & Life Chances p.169-189  
Everyone will read:  
Ch. 9 Parent Education Programs p. 190-206

2) Commins & Miramontes (2005) *Language Diversity and Teaching*  
Marisa’s case p26-53


**Further reading:**  
Sociocultural Influences on Learning and Teaching- Saville-Troike  
[http://www.ncela.gwu.edu/pubs/classics/culture/sociocultural.htm](http://www.ncela.gwu.edu/pubs/classics/culture/sociocultural.htm)

See Con Respeto book review (word doc on blackboard)

**Wk 11 Assignments**  
--Member checks: share your observations & part of teaching guide draft to your informant for feedback

**Wk 11) Discussion leaders:** ___________________ or Guest Speaker---HSC FOLKS?

Online respondent (pre-OLR): ___________________  
Online respondent (post-OLR): ___________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| 13 April 21 | **Participant observation: teacher parent communication in action!**  
Home School Connections: After school Family Literacy Night 5-7pm  
Port Towns Elementary  
4351 58th Avenue  
Bladensburg , MD 20710  

**Wk 11 Assignment:**  
Observation notes of family literacy night & notes from informal interview with parents (posted online)  
Post-observation questionnaire: What did you learn from this experience? |
| 14 April 28 | **Sharing Teacher Resource Guides**  

**Wk 14 Assignment:**  
Final draft of teacher resource guide  
Class Presentations |
| 15 May 5 | **Final course wrap up:**  

**What are characteristics of a multicultural/culturally relevant classroom?**  
**Classroom practices for culturally & linguistically diverse students**  

**Readings:** |
### Conclusions essential understandings


### Ch. 7 Teaching Diverse learners

**Recommended reading:**
1) Refer back to Nieto: Ch. 1 - What is multicultural education to reflect on post-reflection write up…

**Wk 14 Assignment:**
End-of-course reflection paper: *Turn in: May 5- May 12*

| 16   | May 12 | Turn in final papers (last week of class) |

### Course Evaluations **CourseEvalUM**

As a member of our academic community, one of your important responsibilities and opportunities to voice your opinion is in your course evaluations though CourseEvalUM. This will help improve teaching and learning at Maryland.

- Please make a note of the dates for *Spring 2009*:
  - Tuesday, April 28 through Wednesday, May 13

The link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.