**CAMPBELLSVILLE UNIVERSITY**

####  COURSE SYLLABUS

PLEASE TYPE. DATE 8/28/17

ACADEMIC UNIT ESL Endorsement / MA TESOL

Please check to indicate this course has a service learning component.

FACULTY Andrea Giordano

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

 TSL 510 Language and Culture 3

TEXTBOOK Required Not Required

Author Jane Jackson Title Introducing Language and Intercultural Communication.

Publisher Routledge Date of Publication 2014

TEXTBOOK

Author Title

Publisher Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

**School of Education**

**G2 2017**

# TSL 510

# Language and Culture

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# “Empowerment for Learning”



## Textbook:

 *Introducing Language and Intercultural Communication*by Jane Jackson (2014)

ISBN-13: 978-0415601993

ISBN-10: 0415601991

#### Course Description:

This course will assist pre-service and currently practicing teachers in understanding the diversity in foundational belief systems and world views and the relationship between the belief system/world view and how language is used to express those systems. It will introduce the student to the idea of universal and particular beliefs of various cultures.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with** **Assessment** **(point values)** | **Kentucky****Teacher****Standards****(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA** **Standards** | **Technology****(Yes/****No)** |  **TESOL** | **CAEP** |
| **Discussion Forums**15 pts eachObj: 1, 2, 3, 4 | 1.1, 6.1, 6.5 | 1.2, 5.4  | 1.d-g, 1.k, 2.i-k,, 3.l,n; 4.j-l, m; 8.l-n, 9.i-j  | 1.1, 4.1, 5.2, 6.1 | Yes | 1.2-b, 2.a-g | 1.A.1 |
| **Journals**20 pts. eachObj: 1, 2, 4 | 1.1, 6.1, 6.5 | - | 2.i-k,m,o; 3.l,3.n, 4.j-l,m,q; 8.l-n, 9.i-j  | 1.1, 4.1, 5.2-3 | Yes | 1.2-b, 2.a-g | 1.A.1 |
| **Quizzes**various pts eachObj: 1, 2, 3, 4 | 1.1, 6.1-3 | - | 4j, 5.n | 1.1, 4.1, 5.2 | Yes | 1.a-b, 2.a-g | 1.A.1 |
| **Research Paper**150 ptsObj: 2, 3, 4 | 1.1-2, 6.1-3 | 1.2 | 2.i-k, 3.l, 3.n. 4.j, 5.n, 8.m, 8.p | 1.1, 4.1, 4.2, 5.2, 6.1, 6.3 | Yes | 1.a-b, 2.a, 2.f, 2.g, 5.a | 1.A.1 |
| **Field Experience** 60 ptsObj: 2, 5 | 1.2, 2.2,2.4, 3.1-5,4.1-2, 6.1-3,7.1,9.1-2 | 1.2, 2.2 | 1.b-c, 1.j-k, 2.a, 2.l-o, 3.f, 3.h, 5.e, 6.b, 6.h, 6.p, 7.a,.7.j, 7.h, 8.a, 8.h, 8.q, 9.a, 9.e, 9.i | 2.1-2, 3.1, 4.1, 4.3, 6.1 | Yes | 1.b, 2.a, 2.d, 2.g, 3.a-c, 4.c, 5.b | 1.A.1, 2.3 |
| **Lesson plan and video**150 ptsObj: 2, 3, 6 | 1.2-3, 2.1,2.4,3.1-5,4.1-2,6.1-3, 6.5 | 2.2, 2.4, 4.2, 6.3 | 1.b, 1.h-j, 2.a, 2.e, 2.l-o, 3.b, 3.d, 3.h, 5.e, 6.b, 6.h, 6.p, 7.a,.7.j, 7.h, 8.a, 8.h, 8.q, 9.a, 9.e, 9.i  | 2.1-2, 3.1, 4.2, 5.1-2, 5.3, 6.1,6.3 | Yes | 1.b, 2.a-b, 2.f-g, 3.a-c, 4.c, 5.b | 1.A.1, 2.3 |

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment Standard 4 The Teacher Implements and Manages Instruction Standard Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology Standard Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments InTASC 4 Content Knowledge

InTASC 5 Application of Content InTASC 6 Assessment

InTASC 7 Planning for Instruction InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)** Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**TESOL Standards**

 Domain 1 Language

 Domain 2 Culture

Domain 3 Planning, Implementing & Managing Instruction

Domain 4 Assessment

 Domain 5 Professionalism

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have demonstrated your knowledge, skills, and understanding of the following principles related to language and culture:

|  |
| --- |
| 1. Understanding the nature of language and culture
 |
| 1. Rethinking the language classroom within broader contexts
 |
| 1. Distinguishing how language and culture influence each other
 |
| 1. Addressing an area of inquiry in culture in the ESL context
 |
| 1. Observing, assisting, tutoring, and instructing in site-based classroom field experience
 |
| 1. Developing a lesson plan and video lesson related to language and culture
 |

## Class Schedule (Tentative)

Class schedule is always negotiable and changeable through dialogue.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** (**Monday- Sunday**) | **Topic** | **Reading** | **Assignments** |
| 18/28-9/3 | Why study language and intercultural communication? |  Chapter 1 | Discussion Forum (DF)JournalsQuiz |
| 29/4-9/10 | The history of the study of language and intercultural communication | Chapter 2 | DFJournals Quiz |
| 39/11-9/17 | Culture and the primary socialization process; Language, communication, culture and power in context | Chapter 3 and 4 | DFJournals Quiz |
| 49/18-9/24 | Language and nonverbal communication | Chapter 5 | DFJournalsQuiz |
| 59/25-10/1 | Language and identity in intercultural communication; Ethnocentricism and Othering: barriers to intercultural communication | Chapter 6 and 7 | DFJournalsQuiz |
| 610/2-10/8 | Intercultural transitions: from language and culture shock to adaptation; Global citizenship and intercultural (communicative) competence | Chapters 8 and 12 | DFJournalsQuiz |
| 710/9-10/15 | Language and Culture Lesson  |  | Lesson PlanVideo Lesson |
| 810/16-10/21 | Final Research Paper - Due 10/21Field Hours Experience Report and Form - Due 10/21 |

**COURSE TASKS/Requirements:**

* **Weekly Journals**: Most weeks, you will write a journal in which you will respond to questions the arose from the week’s reading. (You should turn in each of the journals **by midnight Sunday at the end of each week**. (**20 points each)**
* **Discussion Forum Participation**: Your active participation in discussion forums is very important because issues of each article will be addressed through dialogue in a discussion forum. Specific instructions on how to attend a discussion forum will be given online. Please refer to the discussion forum rubric to ensure the maximum amount of points. Also, be sure to cite outside sources in APA format. When you participate in discussion forums, you should complete your initial post(s) and responses to others by Wednesday and by Sunday respectively.  (**15 points each)**
* **Lesson Plan (100 points) and Video (50 points):** You will demonstrate all that you learn in the term by creating a lesson plan and video-recording yourself teaching the lesson. The lesson should focus on teaching some aspect of culture, within the context of ESL or EFL instruction.

Your video lesson should be 10-15 minutes long. You should look to the lesson plan template to see how you should structure your lesson plan. You will be required to submit a completed lesson plan, using the lesson plan template as a guide.

If you do not have an ESL/EFL classroom to teach your lesson in, you can teach to any group of participants, regardless of their language background. The "students” must be willing and able to participate on video.

You can upload your video to YouTube and **mark it as "unlisted”** **(NOT "private")**so that the only people who can see the video are people who have the link. Be sure to include the link in your lesson plan submission.

* **Research Paper**: You will write a paper addressing an area of inquiry in culture in the ESL context you currently teach in or the context you plan on teaching in, especially developing and broadening knowledge and concepts based on class readings (about 10-12 pages, double-spaced).
	+ Requirements for the paper **(150 points)**

# Should be at 10-12 pages long not including references (Double- spaced).

* + - **Should use the APA style.**
		- **Should include 10 or more references.**
* **Field Experience Summary Report:** There are different requirements, based on what program you are a part of. See below **(60 points). You should submit two documents: the field hours form (with signatures) and the field hours report.**

**Field Hours Requirement (for School of Education ESL Endorsement students)**

The student will participate in 6 hours of site-based classroom field experience for ESL/EFL children and youth. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, P-12, and taught by two different instructors. The 6 hours of field experience for this course must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment.  Before participating in field experiences, a discussion of the Code of Ethics will be given and each student must sign the Code of Ethics (704 KAR 20:680) form. You should submit your Code of Ethics form to Lisa Allen at lsallen@campbellsville.edu. Each student will post a report of their field experiences. This will fulfill 6 hours of the 30-hour field experience required for students seeking endorsement from the state of Kentucky.

The student will document the experience on the Field Experience Summary Report form and address the following elements in the field experiences report:

Place/Institution where you observed the classes

Instructor(s)

What you did in addition to observing

Students’ age, proficiency level, and educational background

Students’ academic orientation, if applicable

Program/Curriculum orientation

Textbook(s) being used

Class size

Topic(s)/ Skills/Grammatical points covered/lessons objectives

How the material is presented

How the material is practiced

How the feedback is provided

Things you like the most about the classes you observed

Things that you would do different if you were to teach the classes

Any suggestions for the instructor and others in this class

**Field Hours Requirement (for MA TESOL students)**

The student will participate in 6 hours of site-based classroom field experience. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, P-12, higher education, or adult education, and taught by two different instructors. The 6 hours of field experience for this course must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment. Each student will post a report of their field experiences.

The student will document the experience in the Field Experience Summary Report and address the following elements in the field experiences report:

Place/Institution where you observed the classes

Instructor(s)

What you did in addition to observing

Students’ age, proficiency level, and educational background

Students’ academic orientation, if applicable

Program/Curriculum orientation

Textbook(s) being used

Class size

Topic(s)/ Skills/Grammatical points covered/lessons objectives

How the material is presented

How the material is practiced

How the feedback is provided

Things you like the most about the classes you observed

Things that you would do different if you were to teach the classes

Any suggestions for the instructor and others in this class

**GRADING SCALE:**

 A 90-100%

B 80-89%

C 70-79%

D 60-69%

F ▼60%

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.