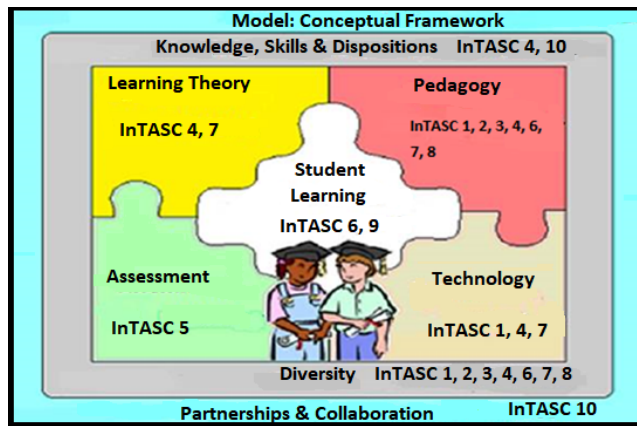


Campbellsville University
School of Education
G2 2017
TSL 510
Language and Culture

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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) →	KTPS/ InTASC	KTPS/ InTASC Diversity Indicators	ILA Standards	Technology (Yes/ No)	TESOL	CAEP
Discussion Forums 15 pts each Obj: 1, 2, 3, 4	1d, e, f, g,k, 2i,j,k,, 3l,n, 4j,k,l, m, 8l,m,n, 9i,j	4m	1.1, 4.1, 5.2, 6.1	Yes	1.2-b, 2.a-g	1.A.1
Journals 20 pts. each	2i, j, k,m,o, 3l,n, 4j, k,	4m	1.1, 4.1, 5.2- 3	Yes	1.2-b, 2.a-g	1.A.1

Obj: 1, 2, 4	l,m,q, 8.l, m,n, 9i,j					
Quizzes various pts each Obj: 1, 2, 3, 4	4j, 5.n		1.1, 4.1, 5.2	Yes	1.a-b, 2.a-g	1.A.1
Research Paper 150 pts Obj: 2, 3, 4	2i,j,k, 3l,n. 4j, 5n, 8m,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 pts Obj: 2, 5	1b,c,j,k, 2a,l,m,n,o, 3f,h, 5e, 6b,h,p, 7a,j,h, 8a,h,q, 9a,e,i	1b 2n 3f	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 pts Obj: 2, 3, 6	1a, b, c, e, g 3f 4d, f, g 5c 6b, d, c, f, g, h, l, o 7a, b, c, d, f, l, q 8a, b, c, e, f, i 9g, i, h, k	1b, 3f, 6g, 7b, 9h	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 Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)

KTPS/InTASC 1 Learner Development

KTPS/InTASC 2 Learner Differences

KTPS/InTASC 3 Learning Environments

KTPS/InTASC 4 Content Knowledge

KTPS/InTASC 5 Application of Content

KTPS/InTASC 6 Assessment

KTPS/InTASC 7 Planning for Instruction

KTPS/InTASC 8 Instructional Strategies

KTPS/InTASC 9 Professional Learning and Ethical Practice

KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners

bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

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
2. Rethinking the language classroom within broader contexts
3. Distinguishing how language and culture influence each other
4. Addressing an area of inquiry in culture in the ESL context
5. Observing, assisting, tutoring, and instructing in site-based classroom field experience
6. 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
1 8/28-9/3	Why study language and intercultural communication?	Chapter 1	Discussion Forum (DF) Journals Quiz
2 9/4-9/10	The history of the study of language and intercultural communication	Chapter 2	DF Journals Quiz
3 9/11-9/17	Culture and the primary socialization process; Language, communication, culture and power in context	Chapter 3 and 4	DF Journals Quiz
4 9/18-9/24	Language and nonverbal communication	Chapter 5	DF Journals Quiz
5 9/25-10/1	Language and identity in intercultural communication; Ethnocentrism and Othering: barriers to intercultural communication	Chapter 6 and 7	DF Journals Quiz
6 10/2-10/8	Intercultural transitions: from language and culture shock to adaptation; Global citizenship and intercultural (communicative) competence	Chapters 8 and 12	DF Journals Quiz
7 10/9-10/15	Language and Culture Lesson		Lesson Plan Video Lesson
8 10/16-10/21	Final Research Paper - Due 10/21 Field 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 that 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

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.