



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Language and Cultural Understanding

COURSE NUMBER:

TSL 3520

COURSE DESCRIPTION (with prerequisites):

The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP). The course addresses recognizing the need for training in order to work with LEP students and focuses on cross cultural understanding and methods of teaching speakers of other languages. It also focuses on working with the families of the LEP students. This course has been designated as an International/Diversity Course. Ten hours of field experience are required for course completion. 3 semester hours.

NAME(S) OF INSTRUCTORS:

Averi Garcia

209-4144

482-9607 ext. 245

averi.garcia@jcsb.org

garciaa@chipola.edu

averigarcia80@yahoo.com

Mackenzie Johnson

850-573-8147

johnsonm@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

NOT for ESOL Teachers, Eileen N Whelan Ariza, 2nd ed., Allyn and Bacon. ISBN: 9780137154555

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR TSL 3520 The student will:	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
		ESOL	Professional Ed.	
Recognize the need to provide services for LEP students and for relevant training. (Consent Decree).		3.1.c		Writing Assignment
Demonstrate an awareness of the extent to which culture permeates every aspect of our being-thinking, feeling, valuing and interacting with others.	E-2 2.4	1.1.a, 1.1.b, 1.1.c, 1.1.f		Task CC5B Task 5.1.1
Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture.		1.1.a, 1.1.f	5.2	Writing Assignment/ Final
Examine in depth, and become familiar with, characteristics of one's own culture and how this influences our interactions with and expectations for student.	E-2 2.4			Task CC5B/ Writing Assignment
Recognize the stages of cultural adaptation for newcomers to any, culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment and which often appear as classroom problems.	E-2 2.4	1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.f, 2.3.b	5.2	Task 5.1.1/ Writing Assignment/ Final
Become aware of the wide diversity with any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.	E-2 2.4	1.1.d	5.2	Task CC5B
Understanding and accept the influence that home, school and community relationships have on academic achievement and school adjustment of students.	E-5 5.3	1.1.e	2	Task 5.1.1/ Writing Assignment

Utilize student and parent background characteristics to promote effective parental involvement.	E-5 5.3	1.1.e	2	Task 5.1.1	
Assess students' oral language output in the classroom using a structured observation instrument and can identify gaps in students educational learning.	E-3 4.3	E-4 4.3	2.1.b, 5.1.c, 5.2.b	1.2, 1.3, 8.6, 14.2	Task 5.1.1/ Final
Model the correct communications skills needed to teach in the classroom.	E-2 2.5			2.4	Task CC5B
Become aware that students learning a second language need accommodations in the classroom as well as meaningful communicative interactions.	E-2 2.8, 2.9		3.3.c	7.1, 12.1, 14.2, 14.3	Task CC5B/ Final
Recognize strategies being used by second language learners as well as teachers of second language learners.	E-3 3.2, 3.3		3.1.b	4.1, 4.2, 7.2, 8.2, 14.2, 14.3	Task 5.1.1/ Final
**Assessment Codes					
T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition		

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in **K – 12** schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.

Course Evaluation Criteria:

- Additional Assignments (Canvas) (30 %)
- Tasks (60%)*
- Professionalism in Attendance and Participation (10%)

Your final grade will be based upon the college grading scale.

**Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.*

A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

No grade will be given for the course until all tasks have been successfully demonstrated AND an acceptable formal reflection submitted with it.

Students enrolled in TSL 3520 will be required to complete following.

- A. **Canvas Assignments:** Canvas assignments will be assigned when class does not meet.
- B. **Tasks:**

1. TASK 5.1.1 - (2.4, 3.2, 3.3, 4.3, 5.3) Students will be placed in a classroom that has at least one ESOL student for 10 hours during the semester. Students will create an anonymous description of an ESOL student including specific background information, a comparison of the daily school life to home culture, an oral language sample and analysis (SOLOM), and an overall description of the student’s learning needs. Students will select and define ESOL methods and strategies appropriate for use with the ESOL student.
2. TASK CC5B – (2.4, 2.5, 2.8, 2.9) Students will create a cultural awareness presentation that includes introduces the class to the various characteristics of an assigned group as they relate to classroom instruction. The teacher will provide handouts of information to be used by their peers.

C. **Additional Assignments:**

Canvas Assignments will be assigned the weeks we do not meet in class. The assignment is due by 5:30 the week of the class meeting.

1. Attendance: Students are expected to attend every class. Class will begin at the scheduled time, initially and after break. Students are expected to be prepared to begin work at this time. Students will be counted tardy if they are late at the beginning of class, late after the break, or if they leave early. Professionalism in attendance and participation will be as follows:
 - A. Tardy – minus 3 points each time
 - B. Cell phone or improper computer use – minus 10 points each occurrence.
 - C. Absent – minus 10 points each; more than three absences will receive a zero for participation.
2. Procedures.
 - A. Students are expected to complete reading assignments **prior** to each class so they can actively participate in class discussions and group activities.
 - B. Work is to be handed in at the beginning of class – on the assigned due dates. Late assignments receive a score of zero.
 - C. Student conversations in class must be confined to specific course readings and

relevant examples.

- D. Please finish meals before coming to class. Beverages must be in a leak proof container and food should be limited to snack items.

See your Instructor First Day Handout for individual instructor assignment schedule.