# CHIPOLA COLLEGE
## COURSE SYLLABUS
Chipola's website:  www.chipola.edu

| **COURSE TITLE:** | **COURSE NUMBER:** |
|---|---|
| Language and Cultural Understanding | 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 credit.

## NAME(S) OF INSTRUCTORS:

Mackenzie Johnson
johnsonm@chipola.edu
(850) 718-2378
Office: O-109B

## EFFECTIVE ACADEMIC YEAR:

2023-2024

## REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

No textbook or course materials are required to purchase for this course. ZTC

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 for all instructors to 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 effect 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, which 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 in regards 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.

Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@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 through the Library Resources link within your course in Canvas or by using the *Search* icon on the

Chipola Library website at [www.chipola.edu/library](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 Learning Resources.  The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues 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, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit "ACE Tutoring" in the left navigation from any course in 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  Designs and plans effective instructional lessons.

E – 2  Maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3  Delivers and facilitates effective instruction.

E – 4  Analyzes and applies data from multiple assessments to diagnose learning needs and inform instruction.

E – 5  Designs purposeful professional goals for continuous improvement to strengthen instructional effectiveness and impact student learning.

E – 6  Practices professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession

| Linking Course-level Student Learning Outcomes with Discipline-Specific Competencies, Assessment Methods, and Artifacts | | |
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| **COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR TSL 3520** | **DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES** | **ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES** (see Notes below) |
| • Identify services for LEP students and for relevant training (Consent Decree) | E-5, E-6 | Discussion Board, Tests |
| • Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture | E-5, E-6 | Discussion Board, Tests |
| • Examine and discuss characteristics of one's own culture and how this influences our interactions with and expectations for students | E-5, E-6 | Discussion Board, Essay |
| • Identify the stages of cultural adaptation for newcomers to any culture and discuss the behavioral characteristics that may be associated with each stage of adjustment | E-5, E-6 | Writing Assignment |
| • Describe 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-5, E-6 | Task CC5B |
| • Assess students' oral language output in the classroom using a structured observation instrument and identify gaps in students' educational learning | E-4, E-5 | Task 5.1.1 |
| • Identify strategies being used by second language learners as well as teachers of second language learners | E-5, E-6 | Task CC5B, Task 5.1.1 |

*Notes:* **Assessment Codes**

**BO** - Behavioral Observation
**Cap Proj** - Capstone Course
**CF** - Cumulative Final
**Clin** - Clinicals
**CP -** Case Plan
**CS** - Case Study
**DB** - Discussion Board
**DE** - Documented Essays
**E** - Essays

**EX** - Dept Exam
**Exp** - Experiments
**F** - Final Exam
**H** - Homework
**Intern** - Internship
**J** - Jury
**JP** - Judged Perf/Exh
Ob**s** - Teacher Observ
**OT** - Objective Tests

**Port** - Portfolio
**Prac** - Practicum
**Pre/ Post** - Pre-/Post-Tests
**Proj** - Projects
**PS** - Problem Solving
**Q** - Quizzes
**R** - Recital
**RP** - Research Papers
**RPT** - Report/Presentation

**SD** - Skills Demonstration
**SE** - Natl or State Standardized
**Sk** - Ck Skills Check-Off
**SP** - Skills Performance
**T** - Tests
**UT** - Unit Tests
**W** - Writing Assignments

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

The primary methods of instruction include class discussions, experiential learning opportunities, interactive lecture, and assigned readings. Learning strategies may include case studies, questioning, presentations, practicums, small group discussions, demonstrations, and presentations. Active student participation is expected, and students are expected to be attentive and are encouraged to ask questions. Additionally, students are expected to read all assigned material and complete assigned projects by the assigned due dates.

**ASSIGNMENT AND/OR COURSE OUTLINE**

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