# Wilmington University

# College of Education

Culture (Second Language Acquisition)

Course Number: MLL 7402

Course Title: Culture (Second Language Acquisition)

## Faculty Contact:

Course Description: We will explore dynamics that impact the education of English language learners (ELs), including

- É The role of culture in the social context of school and community
- É Issues of diversity and equity
- É Personal cultural understandings, bias and sociopolitical factors
- É Legislation

### Students will

- É Make connections between theory and research
- É Develop effective instructional and assessment practices
- É Develop family outreach efforts

### Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	5	0	70

### College Education Program Attributes

The manner in which we prepare educators is informed by eight essential attributes:

- 1. ensuring that programs are knowledge-based;
- 2. viewing educators as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
- 3. contextual and cultural sensitivity;
- 4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking
- 5. enabling authentic participation, collegiality and collaboration;
- 6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
- 7. ensuring that programs are standards-driven; and
- 8. ensuring that programs promote the effective use of technology.

Technology Standards: International Society for Technology Administrator Standards

Delaware Performance Appraisal System II: **DPASII for Teachers** 

 $Text(s): \ \ \textbf{Precise information regarding the textbook(s) for this class, please visit the bookstore website at \\ \underline{\textbf{http://www.wilmu.edu/bookstore}}$ 

Course Materials and Reading List:

#### **Essential Ouestions**

- To what extent do cultural beliefs influence teaching? Why is this important?
- education, profession, lifestyles, etc.) impact the development of their cultural beliefs?
- How can this impact their teaching?
- What is cultural competence important for teachers? Why is it important for teachers to develop cultural competence?
- Why is it important for teachers to address issues of diversity and equity in their practice?

Course Attendance Policies:

s require that attendance be taken each week that the course is in session. This applies to all students, all courses and all course formats, even those that do not meet face-to-face or on a regular basis.

Students are expected to attend every class session, whether face-to-face or online. In the College of Education, faculty must approve all requests for absences that are exceptions to this policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class will receive a grade of NA (never attended). Early

complete assignments on the due dates. Students who register and enter the course on the drop/ add date have four days to complete the first

Assignments and Grading -

# Structured External Assignment A ! μ' °±Ÿ¡ a °⁻ ŁŸ¡ a °¥μ'\$®⟨¡ œ̂

- knowledge/ experiences, educational history, and current performance data. Depending on your teaching situation, select an appropriate method to get to know your students better.
- o Use these resources:
  - Teaching tolerance, Exploring young immigrant stories https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories
  - My name, my identity https://www.mynamemyidentity.org/

2c	academic characteristics, including
	background knowledge, educational history, and current performance data, to develop effective,
	individualized instructional and assessment practices for their ELLs.
2d	Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.
2e	Candidates identify and describe the impact of his/ her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/ her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Learning/Performance Outcomes: Standard 3- Planning and Implementing Instruction: **Candidates plan** supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-

# WILMINGTON UNIVERSITY COLLEGE OF EDUCATION SEA & SCORING RUBRIC A: ! µ" "±Ÿ; " " "±Ÿ; " " "¥µ"\$® ; © CAEP ASSESSMENT (TESOL)

COURSE: MLL 7402 TITLE: Oulture (Second Language Acquisition)

Structured External A Assignment:

# Structured External Assignment (SEA) A:

language, background knowledge/ experiences, educational history, and current performance data. Depending on your teaching situation, select appropriate strategies to get to know your ELs better. After implementing the strategies, reflect on the experience. What did your students learn about themselves? What did you learn about your students? What did you learn about your own cultural understandings and personal biases that may h strengths and needs? How would you implement these strategies in the future?

### MEASURED PROGRAM COMP/TESOL STANDARD:

- 2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
- 2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

# WILMINGTON UNIVERSITY COLLEGE OF EDUCATION SEA & SCORING RUBRIC B: Multicultural Lesson Plan CAEP ASSESSMENT (TESOL)

COURSE: MLL 7402 TITLE: Oulture (Second Language Acquisition)

Structured External Assignment B: Multicultural Lesson Plan

Structured External Assignment (SEA) B: Develop a multicultural lesson plan to foster empathy that is appropriate for the age and grade level.

## MEASURED PROGRAM COMP/TESOL STANDARD:

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2e Candidates identify and describe the impact of his/ her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/ her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

SEA B Scoring Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Points in LMS	12.2	12.3-13.6	13.8-15.2	15.3-16.6
Socially and culturally appropriate lesson plan to foster empathy TESOL Standard 2 2e	Develops cross curricular lesson according to standards that are age and grade appropriate to develop empathy among the students (ELs and non-ELs).	Develops cross curricular lesson according to standards that are age and grade appropriate to develop empathy among the students (ELs and non-ELs).	Identifies standards that are age and grade appropriate to develop empathy among the students (ELs and non-ELs).	Identifies standards that are age and grade appropriate to develop empathy among the students (ELs and non-ELs).
ELL language skill incorporation TESOL 2- 2e	Develops lesson incorporating three of the four language skill areas listening, speaking, reading, writing.	Develops lesson incorporating all four language skill areas listening, speaking, reading, writing.	Develops lesson that is clear and thorough incorporating all four language skill areas listening, speaking, reading, writing.	Develops lesson that is clear, thorough, and seamless incorporating all four language skill areas listening, speaking, reading, writing.
Socially and culturally appropriate activities TESOL Standard 2-2e	Develops lesson that is clear, thorough, and seamless with two activities that promote empathy.	Develops lesson that is clear, thorough, and seamless with three activities that promote empathy.	Develops lesson that is clear, thorough, and seamless with four activities that promote empathy.	Develops lesson that is clear, thorough, and seamless with five or more activities that promote empathy.
Use of SIOP lesson plan format TESOL Standard 2- 2a	Uses SIOP lesson plan format correctly, however omits three sections.	Uses SIOP lesson plan format correctly, however omits two sections.	Uses SIOP lesson plan format correctly, however omits one section.	Uses SIOP lesson plan format correctly including all of the components.
Lesson Plan Reflection TESOL Standard 5  5a. Resources for EL instruction and support colleagues 5c. Self- assessment and reflection for self- improvement 5d. Self-reflection and feedback to hone teaching.	Reflects on teaching experience to improve instruction for ELs; includes 1 - 3 details to support thoughtful, insightful reflection and few suggestions for improvement and further development for self and colleagues.	Reflects on teaching experience to improve instruction for ELs; includes 4 - 6 specific details to support thoughtful, insightful reflection and suggestions for improvement and further development for self and colleagues.	Reflects on teaching experience to improve instruction for ELs; includes 7 9 specific details to support thoughtful, insightful reflection and suggestions for improvement and further development for self and colleagues.	Reflects on teaching experience to improve instruction for ELs; includes 10 or more specific details to support thoughtful, insightful reflection and suggestions for improvement and further development for self and colleagues.
Writing elements MUGS	6-7 MUGS or typographical errors.	4-5 MUGS or typographical errors.	2-3 MUGS or typographical errors.	1 or no MUGS or typographical errors.

# WILMINGTON UNIVERSITY COLLEGE OF EDUCATION / MLL PROGRAM SEA & SCORING RUBRIC C: Family Involvement Project CAEP ASSESSMENT (TESOL)

COURSE: MLL 7402 TITLE: Oulture (Second Language Acquisition)

Structured External Assignment C: Family Involvement Project

Structured External Assignment (SEA) C: Research the topic of family involvement including the impact on the education of ELs. Then interview two family members of ELs to gather information on what went well and what did not. Reflect on their experiences and how they relate to the research on family involvement research. Identify and describe three (3) resources in your local school community (i.e., in the community, but outside of the school) that would promote ELL family involvement positively contributing to ELLs' academic success.

#### MEASURED PROGRAM COMP/TESOL STANDARD:

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

SEA C Scoring Rubric

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· ·	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Points in LMS	14.6	14.8-16.4	16.6- 18.2	18.4-20
Family	Provides limited summary of	Provides a basic summary of	Provides comprehensive,	Provides thorough,
Involvement	family involvement research	family involvement research	cohesive summary of family	comprehensive, cohesive
Research	including policies and	including policies and	involvement research	summary of family
TESOL Standard	legislation that affect EL	legislation that affect EL	including policies and	involvement research
2	families and impact on EL	families and impact on EL	legislation that affect EL	including policies and
2b	education.	education.	families and impact on EL	legislation that affect EL
Standard 5:			education.	families and impact on EL
5b.				education.
EL family	Summarizes limited	Summarizes basic information	Summarizes interview of two	Summarizes complete
member	information gathered from	gathered from interview of	EL adult family members;	interview of two EL adult
interviews	interview of two EL adult	two EL adult family members;		family members; reflects
TESOL Standard	family members; reflects on		experiences; provides some	extensively on fam
2		experiences; provides some	understandings of	experiences; provides
2c.	limited understandings of	understandings of	experiences.	insightful understandings of
	experiences.	experiences.		experiences.
Community	Identifies one appropriate			
resources	community resource that			
promoting EL	promotes EL family			
family	involvement; includes limited			
involvement	description of resourcelve3t3.74			
TESOL Standard				

# References MLL 7402

Many significant publications can now be found on the internet. This list of suggested resources provides links to course related topics, but is only a small selection of links that may be accessed to supplement your learning. They are presented in this format in order that you may access them easily. This list will be updated for active links and information on a yearly basis, minimally.

- Civil Rights Project, University of California at Los Angeles https://civilrightsproject.ucla.edu/
- National Association for Bilingual Education http://www.nabe.org/
- National Clearinghouse for English Language Acquisition https://ncela.ed.gov/
- National Education Association: Diversity Toolkit http://www.nea.org/tools/diversity-toolkit.html
- Office of English Language Acquisition, USDOE https://www2.ed.gov/about/offices/list/oela/index.html
- TESOL International <a href="https://www.tesol.org/">https://www.tesol.org/</a>
- Publication of the American Psychological Association [APA Manual], 2010,6<sup>th</sup> edition, 7<sup>th</sup> printing.
- Purdue OWL: APA Formatting and Style Guide