

Lincoln University
M.Ed. in Early Childhood Education PreK-4 Program
Education Department
Course Syllabus

COURSE TITLE:	Cultural & Linguistic Diversity: Instructional Strategies	COURSE NUMBER:	EDU 616.01
CREDIT HOURS:	3	MEETING DAY AND TIME:	Tuesday, 5:00p-10:00p
TERM:	Spring 2023 Session A	CLASSROOM NUMBER:	Rm. 324
COURSE METHOD:	In-person	E-MAIL:	tpowell@lincoln.edu
INSTRUCTOR:	Dr. Teresa Powell	PHONE NUMBER:	215-590-8258 ^(o) 610-999-4737 ^(c)
OFFICE ROOM	421		
OFFICE HOURS:	Monday-3:45-6:00p Tuesday- 3:45-5:15p Thursday- 3:45-5:15p		

*****In the event of emergency, and class is held remotely the zoom link is found below:**

COURSE DESCRIPTION:

This course prepares students to effectively teach children in PreK-4 who are English Language Learners. Course content will include the process of English language acquisition and effective strategies that will meet the educational and social needs of English Language Learners. Field hours will be required.

REQUIRED TEXT:

Peregoy, S. et. al. (2017). *Reading, Writing, & Learning in ESL: A Resource Book for Teaching K-12 English Learners*. (Seventh Ed.). Pearson Education. NY, NY.

ISBN 13: 978- 0-13-401454-8

INSTITUTIONAL LEARNING OUTCOMES (ILO'S)

1. Effective Communication-Students will effectively communicate in oral, written and visual form.
2. Technology & Information Literacy- Students will:
 - Access, manage and integrate information effectively and efficiently
 - Critically evaluate sources and content of information for authority and accuracy
 - Create, produce and/or use general or discipline specific technologies and/or library and media sources

- Demonstrate an understanding of the economic, legal, ethical, and social issues surrounding the use of communication and information technology
3. Diversity Awareness and Cultural Awareness- Students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression
 4. Social Responsibility and Civic Engagement- Students will understand and utilize skills responsible for living as accountable, ethical and contributing world citizens
 5. Critical Thinking- Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.
 6. Lincoln Legacy- Students will:
 - Demonstrate knowledge of Lincoln heritage and legacy through assignments and related academic experiences
 - Participate in activities and demonstrate behaviors that are indicative of forwarding Lincoln legacy
 - Examine and describe the role of people of African descent and their ongoing global impact as it pertains to Lincoln's history
 7. Scientific and Quantitative Reasoning-Students will:
 - Formulate hypotheses, perform experiments and analyze the results using appropriate technology to reach a logical conclusion
 - Be able to create arguments or algorithms supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations and computer programs as appropriate)
 8. Integrative & Lifelong Learning-Students will use skills that support life-long learning.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO'S) AND PDE COMPETENCIES

1. develop/implement/modify curriculum and instruction that promote children's development and learning (NAEYC** 1, 4)
2. plan and deliver instruction in the content areas of language development and literacy, established by PDE Pre K – 4 Guidelines and PDE Academic Standards (NAEYC 4, 5)
3. identify and administer a variety of assessment instruments and interpret results for the purpose of guiding instructional decisions (NAEYC 3)

4. articulate and demonstrate means of partnering with families through effective communication and linking families to supportive community resources (NAEYC 2, 4)
 - describe family systems and the role of families in children’s development
 - articulate strategies for becoming cross-culturally competent
 - articulate strategies that link families to community resources

5. establish a positive social context for learning, set developmentally appropriate expectations for *all* children, and provide appropriate behavior support (NAEYC 1, 3, 6)
 - apply strategies to partner with families based on given scenarios
 - identify laws relating to family and student confidentiality
 - through role playing, display respectful, meaningful communication with family members that develops and sustains partnerships with families

6. employ effective instructional strategies, accommodations, and adaptations to meet the needs of diverse learners (NAEYC 1, 3)
 - compare and contrast the variations in beliefs, traditions, and values related to children and learning across and within cultures
 - explain the central role families play in the development of children with and without disabilities
 - describe community resources useful to families of children with and without disabilities

PDE COMPETENCIES ASSESSED

Competency	Topic	How Assessed
I. Development/Cognition & Learning	A. Curriculum I. Diversity	Equity Group Project Classroom Observation Class Participation
II. Subject Matter Pedagogy Content	A. Language Development	Classroom Observation Class Participation
III. Assessment	B., F., I Types O. Data R. Consult	Classroom Observation Equity Group Project Case studies Class Participation
IV. Family/Community Collaborations	A. Families B. Culture C. Partnering D. Community	Classroom Observation Equity Group Project Activities
V. Professionalism	F. Respond	Equity Group Project Classroom Observation Activities

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning.
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings.
7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy.
9. Explain and provide examples of anti-bias strategies and practices.

GRADING SCALE:

Grade	A	A-	B+	B	B-	C+	C	C-
GPA Points	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
%	100-93	92.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70

SCHEDULE: 7 WEEKS, FACE-TO-FACE AND ONLINE LEARNING TOPICS COVERED

CLASS MEETS:		
•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•		
Weeks	Session Content	Assignments
Week 1: in class (3.5 hours) Jan. 10	Week 1 In Class <ul style="list-style-type: none"> ● Introductions ● Ice breakers ● Review Syllabus ● Review Library Resources ● “English speakers have trouble with English, imagine being a non-English speaker”- video 	Read: Robinson, C., & Clardy, P. (2011). It ain't what you say, it's how you say it: Linguistic and cultural diversity in the classroom. <i>Journal of Cultural Diversity, 18</i> (3), 101-110. Download from EBSCO.
Week 1: Online (2.5 hours)	Week 1 Online <ul style="list-style-type: none"> ● 21st Century Classrooms ● Linguistic & Cultural Diversity 	Read Chps. 1 & 2 Pg. 83- Activity- #3. Instead of sharing with a colleague, summarize in 2-3 pages and submit on Moodle.
Week 2: in class (3.5 hours) Jan. 17	Week 2 In Class <ul style="list-style-type: none"> ● Language Acquisition ● Classroom Practices 	Read: Huebner, T. A. (2010). Differentiated instruction. <i>Educational Leadership, 67</i> (5), 79. Download from EBSCO
Week 2: Online (2.5 hours)	<ul style="list-style-type: none"> ● The New Literacies 	Read Chps. 3 & 4 Pg. 128- Activity #4. Complete independently at home. In class you will be paired for discussion.
Week 3: in class (3.5 hours) Jan. 24	HOLIDAY- MLK Day Week 3 In Class <ul style="list-style-type: none"> ● Pg. 128- Activity #4- partner ● Oral English Development ● First Steps to Literacy 	Read Chps. 5 & 6 Pg. 248- Activity #5. Complete in 2-3 pages and submit on Moodle.
Week 3: Online (2.5 hours)	Week 3 Online <ul style="list-style-type: none"> ● Oral English Development ● Words and Meanings 	Rd. Chps. 7 & 8
Week 4: in class (3.5 hours) Jan. 31	Week 4 In Class <ul style="list-style-type: none"> ● English Learners and Process Writing 	Read. Chp. 9 Pg. 394- Activity #1. Complete in 2-3 pages and submit on Moodle.

Week 4: Online (2.5 hours)	Week 4 Online <ul style="list-style-type: none"> • Reading and Literature Instruction 	Summary of Classroom Observation Plan due Rd. Chp. 10
Week 5: in class (3.5 hours) Feb. 7	Week 5 In Class <ul style="list-style-type: none"> • Content Reading and Writing: Pre-reading and during reading 	Pg. 437- Activity #7. Complete in 3-5 pages and submit on Moodle.
Week 5: Online (2.5 hours)	Week 5 Online <ul style="list-style-type: none"> • Content Reading and Writing: Post-reading strategies 	Rd. Ch. 11
Week 6: in class (3.5 hours) Feb. 14	Week 6 In Class <ul style="list-style-type: none"> • Content Reading and Writing: Post-reading strategies 	
Week 6: Online (2.5 hours)	Week 6 Online <ul style="list-style-type: none"> • Content Reading and Writing: Post-reading strategies 	Classroom Observation Due
Week 7: in class (3.5 hours) Feb. 21	Week 7 In Class <ul style="list-style-type: none"> • Equity Group Project Presentations 	
Week 7: Online (2.5 hours)	Week 7 Online <ul style="list-style-type: none"> • Equity Group Project Peer Feedback 	

COURSE ACTIVITY REQUIREMENTS AND DESCRIPTIONS

Class Participation- 20% of grade

Students are required to participate in every class. The rubric helps to quantify your participation. Evidence must be demonstrated, in every class, that readings from the text have taken place and that a high level of quality participation will take place.

Activities- 20% of grade

The activities are specific assignments from the text. They are completed as assigned, unless a change is noted.

Classroom Observation- 15% of grade

You will observe a classroom or learning environment of English Language Learners. You should spend a period (typically 40 minutes to 1 hour) observing the classroom. Complete the Classroom Observation Form and take detailed notes. With the information that you have gathered, summarize the classroom observation experience. Your summary should give background information about the school/place and background information about the person you observed. No names are necessary. Then describe what you saw during each aspect of the observation. What questions were you left with after observing? Include any additional information about the visit. Finally, tell how the experience gave you a better understanding of English Language Learners in the classroom/setting. Your paper should be 3-5 pages, double space, Times New Roman, 12 font.

Equity Group Project- 20% of grade

This multi-media group presentation provides the opportunity to work with your group to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies to an equity issue related to this course as well as the impact of the equity issue on your own classroom or your school.

Your group will be assigned a specific topic to research: racism, poverty, lack of access to programs, placement in special education, or DACA-Deferred Action for Childhood Arrivals. Using the text and other course materials for background, identify at least two strategies to address this issue. Your group will present your action plan for implementation in a classroom/setting. Each group will consist of 3-4 members and each is required to actively present and participate in researching the topic. Each group will be given 30-40 minutes for the presentation. The purpose of the **presentation** is to build awareness and knowledge across issue groups, so that your peers who have focused on other areas can benefit from what you have learned and improve their own development as teachers. The rubric is attached.

Other Assignments- 25% of grade

Any assignment not included above will fall into this category. Typically, an idea is developed during class and expounding on the topic, outside of class, is necessary.

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

In the accelerated program students are permitted one absence. Any student missing more than one class will be asked to withdraw from the class. Only under extreme circumstance will a student be permitted to stay in the class.

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal.

Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/studentsservices/index.html>

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

Confidentiality

Confidentiality must be respected. Information about any child you may use in the course of validating your assignments is not to be discussed with anyone other than the instructor and your fellow classmates as part of an assigned project.

Textbook and Other Class Material:

We will be using the textbook during class to reinforce the learning process. **Please bring your textbook and handouts/materials to each class.**

Appendix A: GROUP PRESENTATION RUBRIC

EDU616

Presenters: _____

Topic: _____ Date _____

Literacy in Speaking: to make an oral presentation to one's class to communicate in a manner that allows one to be both heard and understood.

SPEAKING SKILLS	<i>All elements present</i>	<i>Most elements present</i>	<i>Some elements present</i>	<i>No elements present</i>
Delivery (Presenter conveys the message, shows enthusiasm, refrains from using excessive fillers (such as "um"))	4	3	2	1
Eye Contact (Shows confidence, refrains from reading directly from the screen, and speaks to whole audience.)	4	3	2	1
Resources (utilizes resources that are appropriate for the presentation)	4	3	2	1
Volume (Presenter can be heard by all)	4	3	2	1
Key Takeaway (Group provides something to the group for retention of the information presented)	4			1
Time Sensitive (Presentation is 30 to 40mins (10 mins/person))	4			1
Easily fields questions	4	3	2	1

TOTAL NUMBER OF POINTS:

25-28 = A 22-24 = B 20-21 = C Below 21 = F

Appendix B: Class Participation Rubric

Class participation is 20% of the grade.

Category	Excellent-A	Good-B	Satisfactory C	Needs Improvement F
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally, has a positive attitude about the task(s) and reacts in a respectful manner.	Often is critical of the work or ideas of others. Rarely responds in a respectful manner.
Focus on Class Work	Consistently stays focused on in-class work and expectations. Very self-directed.	Focuses on in-class work and expectations most of the time.	Focuses on the task and expectations some of the time. Often must be reminded by the instructor about expectations.	Rarely focuses on class work and expectations.
Contributions	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in classroom discussion. A strong student always tries hard.	Sometimes provides useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.
Preparedness	Brings needed materials to class and is always ready to work.	Usually brings needed material to class and is ready to work.	Often brings materials but sometimes needs to borrow.	Seldom brings materials and/or is rarely ready to get to work.
Time-Management	Routinely uses time well to ensure things are done on time. Student adheres to all deadlines.	Usually uses time well, rarely misses deadlines.	Tends to procrastinate, does not use school time or schedule provided to get work completed.	Rarely gets work done by deadlines, always asks for extensions or does not submit work when assigned.

Quality of Work	Provides work of the highest quality that reflects the student's best efforts.	Provides quality work that reflects an effort from the student.	Work occasionally needs to be re-done or does not reflect any time or effort.	Provides illegible work that reflects very little effort or does not turn in any work.
Handbook	Student is aware of and follows all rules in the student handbook.	Student seems to nearly always know and follow rules as outlined in the student handbook.	Student sometimes follows the rules in the student handbook.	Student does not follow rules in the student handbook.
Behavior	Student is engaged in class on a daily basis	Student is engaged in nearly every class	Student is engaged sometimes	Student frequently seems disengaged and gives no responses.

Equity Group Project- Group Assignments

A. Racism

- a. _____
- b. _____
- c. _____
- d. _____

B. Poverty

- a. _____
- b. _____
- c. _____
- d. _____

C. Lack of Access to Programs

- a. _____
- b. _____
- c. _____
- d. _____

D. DACA (Deferred Action for Childhood Arrivals)

- a. _____
- b. _____
- c. _____
- d. _____

Classroom/Site Observation Form

Program: _____

Observer: _____

Teacher Name (Initials): _____

1. What was the set-up/organization/atmosphere of the classroom?
2. To what extent were students productively engaged? How do you know?
3. Did the students learn what was intended? Were instructional goals met?
4. Were goals or instructional plans modified as the lesson was taught?
5. Which techniques/resources/technologies or curriculum used stood out as particularly effective?
6. Please list overall impressions of the teacher's techniques and how you might incorporate them in your work.
7. Please list overall impressions of the program and the type of student it seems to best serve.