**WL 101 Culturally and Linguistically Diverse Learners**

**Fall 2014**

**Gena Kost, M.A.T.E.S.O.L.**

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This course has been approved for the Mercyhurst University Core and fulfills a requirement in Core Area III. The following explicates the Core Learning Outcomes that are associated with this course and how they will be assessed as part of the Core requirements.

Core Learning Outcomes and Assessment Strategies

The table below highlights the Student Learning Outcomes associated with every course in *Core Area III – Language and Literature.*

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| --- | --- | --- |
| **Primary Learning Outcome** | **Learning Objective** | **Associated Assessment** |
| **Critical Thinking** | Skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from observations, experiences, reflection, reasoning, and/or communication. | Conceptual test of Critical Thinking Skills, administered online to all students enrolled in a course in this category. |

All Core Student Learning Outcomes are assessed on a rotating basis of at least once every three years. All assessment documents and information including the scoring rubrics can be found on the Mercyhurst portal and website***.*** Please direct questions to the course professor or to the Core Assessment Coordinator – [coreassessment@mercyhurst.edu](mailto:coreassessment@mercyhurst.edu).

Course Learning Goals and Objectives

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| **Supporting Learning Outcome** | Intercultural Skills |
| **Supporting Learning Outcome** | Effective Communication |

The following course objectives detail how the specific content of this course will support the above Core Outcomes.

1. Understand the importance of culture, race, gender, ethnicity, religion, socioeconomic status, and exceptionalities in the education process.
2. Recognize characteristics and needs of culturally and linguistically diverse learners.
3. Evaluate materials and programs of instruction for diverse learners.
4. Apply the precepts of multicultural education effectively to create educational environments that promote excellence and equity

**WL 101: Culturally and Linguistically Diverse Learners  
Mercyhurst University   
School of Education  
Fall 2014**

**Instructor:** Gena Kost, M.A.T.E.S.O.L.

**Office:** Egan 118  **Office Hours:** Mon/Wed 4:00-5:00

**Telephone:** (814) 824-2133 **E-mail:** gkost@mercyhurst.edu  **Class Location:** Hirt M214 **Class Time: Monday and Wednesday, 5:15-6:55**

**Required Texts:**

Nieto, S., & Bode, P. (2012). *Affirming Diversity: The Sociopolitcal Context or Multicultural Education.* (6th ed.). Boston: Pearson.

Redman, G.L., & Redman, A.R. (2011). *A Casebook for Exploring Diversity*. (4th ed.). Boston: Pearson.

**Course Goals:**

Students will possess a greater understanding of culture, language learning contexts, and pedagogy through course readings, class discussions, and cultural explorations of their own and others’ cultures while engaging in individual, social, and experiential learning opportunities.

**Course Overview:**

This course provides the knowledge and skills that enable K-12 content area teachers to facilitate learning among students from cultural and linguistic backgrounds. Theory and research are integrated with practical classroom applications to address the needs of teachers who work with students of limited English proficiency (LEP). It follows Pennsylvania Department of Educations’ guidelines for pre-service teachers for meeting instructional needs of English language learners (ELLs).

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| **Student Learning Outcomes** | **Learning Objectives** | **Assessment Tools** |
| The participants in this course will: | To accomplish the Student Learning Outcomes, students will: |  |
| A. Demonstrate knowledge of the political, social, and economic realities that individuals experience in culturally diverse and complex human encounters. | A. Identify diversity in students’ ethnicity, linguistic and cultural backgrounds, family structures, socioeconomic status, and learning styles. | class discussions, short written reflections, quizzes and exams |
| B. Explore the historical and theoretical bases of educational programs for diverse learners in K-12 settings. | B. Examine theories in the process of multicultural and multilingual education. | class discussions, short written reflections, quizzes and exams |
| C. Understand the importance of culture, race, gender, ethnicity, religion, socioeconomic status, and exceptionalities in the education process. | C. Identify complex social, cultural, and individual factors that affect students’ development and performance. | class discussions, short written reflections, quizzes and exams |
| D. Identify characteristic needs of culturally and linguistically diverse learners. | D. Review and discuss the approaches, strategies, and techniques for effective teaching in multicultural education. | class discussions, short written reflections, quizzes and exams |
| E. Evaluate materials and programs of instruction for diverse learners. | E. Point out strengths and weaknesses in hypothetical case studies in terms of appropriateness in dealing with students of diverse backgrounds. | class discussions, short written reflections, quizzes and exams |
| F. Apply the precepts of multicultural education effectively. | F. Create adaptations to lesson plans and educational environments that in order to accommodate needs of culturally and linguistically diverse students. | class discussions, short written reflections, quizzes and exams |

**GRADING**

95-100% A 90-94% B+ 85-89% B 78-84% C+

70-77% C 65-69% D+ 60-64% D Below 60% F

a. Participation (daily): 15 pts

b. Group presentation: 20 pts

c. Written reflections (2): 30 pts

d. Exams (2): 60 pts

e.. Quizzes (2): 25 pts

**Requirements: Attendance, participation, deadlines, writing quality**

a. Students are expected to attend all class sessions on time and contribute actively to class discussions. If you miss class, you are responsible for finding out what happened in class and what assignments are due. If you have any questions after getting the assignments and notes from a classmate, you may stop by my office and ask me to discuss it with you in person.

b. Students will join assigned groups and collaborate during various projects and   
 activities.

c. All homework, unless otherwise noted, must be typed and double-s paced, on 8.5” x 11” paper, with 1” margins, using 12 point Times New Roman Font.

d) More than 3 absences may result in a reduced grade.

e) Cell phones and other electronic devices must be turned off before coming to class. I may confiscate phones and similar devices and mark the student absent should a student use them in class. If you need to leave the class briefly to use the restroom, please be show courtesy by not taking your cell phone with you.

f) Courtesy and respectful behavior are expected at all times.

**Tentative calendar (subject to change as necessary)**

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| **Week** | **Topic** | **Readings** |
| **1: 08/27/14** | Introduction to Linguistically Diverse Students | *Classroom Instruction That Works with English Language Learners* (Hill, J. and Flynn, K.)  passages from chapters 4,5, and 6 |
| **2: 09/01 and 09/03** | Introduction to Culturally Diverse Students | *This Flowing Toward Me* (Lacey, M.) pp. 1-16 |
| **3: 09/08 and 09/10** | Guidelines to Creating  Practical Accommodations | (Teacher’s notes) |
| **4: 09/15 and 09/17** | Issues Pertinent to Religious Diversity in the classroom | -Nieto & Bode pp. 306-7, 320-23-6, 186-187, 191, 164-65, 191-2, Redman & Redman #s19-21 |
| **5: 09/22 and 09/24** | Sociopolitical Context of Schooling | -Nieto & Bode pp. 4-18, Redman & Redman #1  -Nieto & Bode pp. 19-38, Redman & Redman #3 |
| **6: 09/29 and 10/01** | Defining Multicultural Education School Reform | -Nieto & Bode pp. 40-48, Redman & Redman #3  -Nieto & Bode pp. 49-50, Redman & Redman #4 |
| **7: 10/06** | Racism Discrimination  Student achievement & expectations | -Nieto & Bode pp. 62-73  -Nieto & Bode 74-83 |
| **8: 10/13 and 10/15** | **Mid-term exam**  Structural & organizational issues in classrooms & schools | -Nieto & Bode pp. 108-125, Redman & Redman #5  -Nieto & Bode pp. 126-140, Redman & Redman # 8 |
| **9: 10/20 and 10/22** | **Review and**  **Mid-term Exam** |  |
| **10: 10/27 and 10/29** | Culture  Identity  Learning | -Nieto & Bode pp. 156-165, Redman & Redman #10  -Nieto & Bode pp. 166-176, Redman & Redman #13 |
| **11: 11/3 and 11/5** | Linguistic Diversity in U.S. Classrooms | -Nieto & Bode pp. 210-227, Redman & Redman #31  -Nieto & Bode pp. 230-238, Redman & Redman # 32 |
| **12: 11/10 and 11/12** | Understanding student learning & school achievement | -Nieto & Bode pp. 254-268, Redman & Redman # 17  -Nieto & Bode pp. 269-277, Redman & Redman #18 |
| **13: 11/17 and 11/19** | Learning from students | -Nieto & Bode pp. 296-305, Redman & Redman # 21  -Nieto & Bode pp. 308-318, Redman & Redman #23 |
| **14: 12/01 and 12/03** | Adapting curriculum for multicultural classrooms | -Nieto & Bode pp. 342-361  -Nieto & Bode pp. 362-376, Redman & Redman #27 |
| **15: 12/08 and 12/10** | **Review and  Final Exam** |  |

**STUDENTS NEEDING COURSE ACCOMMODATIONS**

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know, or who need special arrangements in the event of evacuation, should make an appointment with me as early as possible, but no later than the second week of the term. In order to arrange alternative testing, students should make their request at least one week in advance of the test. Students seeking accommodations should be registered with the Learning Differences Program, 824-2450.