



BESL 5302: Social, Cultural and Language Influences on Learning
Fall 2017
College of Education
Department of Language, Literacy, and Special Populations

BESL 5302 is a required course for M.Ed. in TESOL Program

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Skype username info is provided on Blackboard (see Virtual Office tab)

Class Format: This course is taken in conjunction with M.Ed. in TESOL Program. Therefore, the course will involve online assignments and discussions. We will not be meeting face-to-face at all during the semester. The format for learning and interaction will include reading, researching, independent work, and online presentation.

Class day and time: ONLINE (7.5 weeks course; Starts on August 23, Ends on October 12, 2017)
Class Location: ONLINE

Course Description: BESL 5302: Social, Cultural and Language Influences on Learning. This course is an integration of concepts fundamental to meeting the needs of students with diverse backgrounds. This course looks at language in its social and cultural contexts. It provides strategies to address the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

Textbooks:

Nieto, S. (2010). *Language, culture, and teaching. Critical perspectives (2nd ed.)*. New York: Routledge.

Pipher, M. (2003). *The middle of everywhere: Helping refugees enter the American community*. Fort Washington, PA: Harvest Books.

Required Materials: Internet Access, E-mail address

Course Objectives: Students will demonstrate understanding, knowledge, and skills related to the following:

- 1) Social and cultural factors which affect language learning.

- 2) Explain sociocultural, psychological and political variables that afford or constrain the process of learning in general and learning a second language.
- 3) Explain the role of individual learner variables in the process of learning in general and learning English & investigate how these variables may affect learning and language learning.
- 4) Compare and contrast different perspectives of the learner and language.

Standards Matrix.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator NETS – ISTE NETS-Technology Standards TESOL
Demonstrates knowledge of fundamental language concepts	Text readings, journal articles, and discussion questions	Online discussion rubric	DDP – 1, 5, 6, 10 CF - 1, 3 TESOL – 1.a NETS - 3
Demonstrate effective written communication of thoughts and reflections.	Weekly discussion questions	Online discussion rubric	DDP – 1, 8 CF – 1, 2, 3, 4 TESOL – 2.a., 2.e. NETS – 3
Demonstrates an understanding of theories, processes, and principles of language, learning, teaching and culture.	Engages in discussion groups to explain, compare, contrast and critique theories. Evaluates present school and classroom practices	Online discussion rubric About me rubric	DDP – 1, 8 CF - 1, 3 TESOL – 1.a NETS – 2, 3
Recognizes and values cultural, linguistic, and ethnic diversity	Engages in discussion groups focused on issues of diversity in the classroom Reflective Academic Paper Diversity Experience Paper Book reflection Paper Definition and Rationale Assignment	Online discussion rubric, Reflective Academic Paper Rubric	DDP – 5, 6, 9, 10 CF – 3, 5 TESOL – All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g) NETS – 1, 2, 3, 4
Discusses and writes reflectively about the linguistic, sociological, cultural, cognitive, psychological bases of learning in general and language learning	Reflective Academic Paper Diversity Experience Paper	Reflective Academic Paper Rubric Diversity Experience Paper Rubric	DDP – 1, 3, 5, 6, 10 CF – 3, 5 TESOL – All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g) NETS – 1, 2, 3, 4

Discusses the social, cultural, and language influences on learning by reading professional journals and publications and then applying these concepts in teaching.	Reflective Academic Paper	Reflective Academic Paper Rubric	DDP – 1, 2, 5, 8, 9 CF – 1, 3 TESOL – 2.a, 2.b, 2.c, 2.d, 2.f, 2.g NETS – 2, 4
Shares knowledge and skills with other professionals	Participates in discussion groups focused on issues of diversity in the classroom.	Online discussion rubric	DDP – 1, 3, 4 CF - 1, 2, 3 TESOL – 5.b. NETS - 5

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us>

Web address for TESOL ESL standards: <http://www.tesol.org>

Web link for *Conceptual Framework*: http://www.shsu.edu/~edu_edprep/

IDEA Objectives: in this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.

Course/Instructor Requirements:

Late Assignment Policy: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-25% of the total assessed points are deducted.
2. 25-72 hours-50% of the total assessed points are deducted.
3. ***After 72 hours*** late assignment will **NOT** be accepted.

Time Requirement: For each hour of class, you will be expected to commit at least an hour outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Course Outline

Assignments:

1. **About Me**
40 points

This is an introductory reflection designed to get you to consider your positionality and your current views on schooling and education in general. Your *About Me* post should be posted online for all your peers to view.

2. **Definition and Rationale**
10 points

Write a short, one-paragraph definition of multiculturalism and explain why it is important for today's schools.

3. **Book Reflection**
150 points

You will read the book "The Middle of Everywhere: Helping Refugees Enter the American Community" by Mary Pipher. The goal of this reading assignment is to make you are aware of lives of refugees who settle down in the U.S. who speak English as a Second Language (ESL). You will read about their stories as well as their countries history and its current implications. Although this book is about refugees certain lived experiences are the same for immigrants. The book definitely sheds light to the lives of refugee/ immigrant students we have or may have in our classrooms in the U.S.

After you read the book you will write a reflection paper. Your discussion in the reflection paper needs to include any insights you have gained when reading the book. You are encouraged to reflect on things such as: "Knowing about what you have read in this book, how will it affect your own/future teaching?" when you deal with ESL students/speakers. **Please remember the reflection paper should not be a summary of the book.**

The paper should be 2-3 double-spaced pages in length and 12-point font. If you use any outside resources for your paper include a bibliography with the reference sources listed at the end of the paper. You must use APA style in your papers when quoting the author(s) and citing references.

You can refer to the sites below for guidance:

- 1) <http://apastyle.apa.org/>
- 2) <http://owl.english.purdue.edu/owl/resource/560/01/>
- 3) <http://www.liu.edu/cwis/CWP/library/workshop/citapa.htm>

Please note that you are **not required** to include a *title page* and an *abstract* with your paper (which is common in APA style papers).

September 17 (Sunday) by 11:59 PM.

4. **Reflective Academic Paper**
150 points

This paper should be double-spaced, 3 to 4 pages, with references in APA style format. Students will incorporate the following items in this paper:

- Reflective autobiography related to how their life experiences, perceptions, and education have led to their current ideas about teaching and learning diverse student populations.
- Incorporate at least one review of a journal article or book into your autobiography. The article/book must be an additional source besides the required textbook or readings done in class. The review should provide an overview of the author's purpose and argument; highlights of the most interesting/controversial features of the article/book; how and why it relates to issues covered in this course; and how it connected to your life experiences by the ways it may have influenced your previous perceptions.

**A separate detailed handout about this assignment will be posted on Blackboard.*

Due October 1 (Sunday) by 11:59 PM.

5. **Diversity Experience** **175 points**

As an individual project, each student will observe and/or participate in an experience that is outside of typical daily or weekly activities. The purpose is to be exposed to ideas, beliefs, traditions, or cultural artifacts that are different from our own. The actual experience should last at least two hours, not including travel. The project culminates with an online presentation, in which each student will share his or her findings with the class. This paper should be double-spaced, 2 pages long (maximum 3 pages).

**A separate detailed handout about this assignment will be posted on Blackboard.*

Due October 8 (Sunday) by 11:59 PM.

COURSE EVALUATION

Tell Us About Yourself	35 pts
About Me	40 pts
Definition and Rationale	10 pts
Book Reflection	150 pts
Reflective Academic Paper	150 pts
Diversity Experience	175 pts
Online Discussions (7 discussions * 45 points each)	315 pts
Online Discussion Leader Role	125 pts

1000 pts.

EVALUATION SCALE	930-1000	A
	850-929	B
	770-849	C
	700-769	D
	Below 699	F

CLASS SCHEDULE

Week/Date	Topic	Assignments due
Week 1 (August 23-27)	Introduction to the class, getting familiar with syllabus and course expectations & Positionality & Epistemology	Complete “Tell Us About Yourself” Activity Due on August 27 (Sunday), 11:59pm Article: Takacs, D. (2003). How Does Your Positionality Bias Your Epistemology? <i>The NEA Higher Education Journal</i> , 27-38. -About Me Assignment & -Definition and Rationale posted online Due on August 27 (Sunday), 11:59pm
Week 2 (August 28-September 3)	Purpose of Education & English as an International Language and WE.	Preface, Introduction, & Chapter 1 Nieto Chapter 1 Hoosain & Salili: Dimensions of Language in ME Article on English as an International Language and World Englishes. <i>Discussion 1</i>
Week 3 (September 4-10)	Limitations of Labels & Understanding ME	Chapter 2 Nieto Chapter 3 Nieto Article: Obiakor, F. E., Smith, D.J., Sapp, M. (2007). Understanding the Power of Words in Multicultural Education, <i>Multicultural Perspectives</i> , 9(2), 36-42 Article: Second Language Teaching for Multilingualism and Multiculturalism: Politics, Challenges, and Possibilities <i>Discussion 2</i>
Week 4 (September 11-17)	ME and School Reform & Public Education	Chapter 4 Nieto Chapter 5 Nieto Spradlin, L.K. (2011). <i>Minority status and marginalization</i> . Diversity matters: Understanding diversity in school (2nd ed). Wadsworth: Cengage Learning. p 2-30. Article on Effective Community Programs for English Language Learners. <i>Discussion 3</i>

		Book Reflection Assignment Due September 17 (Sunday), 11:59pm
Week 5 (September 18-24)	We Speak in Many Tongues & Culture and Learning	Chapter 6 Nieto Chapter 7 Nieto Video: Speaking in Tongues Article on Ebonics Article on Language Brokering <i>Discussion 4</i>
Week 6 (September 25-October 1)	Lessons from Students & The Complex Identities of Adolescent & Profound Multicultural Questions	Chapter 8 Nieto Chapter 9 Nieto Chapter 10 Nieto <i>Discussion 5</i> Reflective Academic Paper Assignment Due October 1 (Sunday), 11:59pm
Week 7 (October 2-8)	Learning from New Generation of Teachers & Moving Beyond Tolerance in ME & Defining Caring	Chapter 11 Nieto & Chapter 12 Nieto Chapter 13 Nieto Article: Arizona Grades Teachers on Fluency, The Wall Street Journal Article: de Jong, E. J., & Harper, C.A. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? <i>Teacher Education Quarterly</i> , 32(2), 101-124. <i>Discussion 6</i> Diversity Experience Assignment Due October 8 (Sunday), 11:59pm
Week 7.5/8 (October 9-12) <i>October 12, Last Day of</i>	Affirming Diversity	Chapter 14 Nieto Article: Bartolomé, L. (2002). Creating an equal playing field: Teachers as advocates, border crossers, and cultural brokers. In Z.F. Beykont (Ed.), <i>The power of culture: Teaching across language difference</i> (pp. 167-191). Cambridge, MA: Harvard Education Publishing Group.

<i>Class at SHSU</i>		<i>Discussion 7</i>
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BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard announcements regularly for any updated information.

Electronic Response

Instructor reserves the right to respond to emails **within 48 hours of receipt**. Students should not expect an immediate response. However, most responses will be within 24 hours of receipt. Instructor also reserves the right to respond or not respond to student emails during weekends, holiday breaks, and semester breaks. ***You should assume that emails and phone calls will NOT be returned during weekends, holiday breaks, and semester breaks.***

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- **Student Attendance for BESL 5302:** Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses but are excused at the discretion of the instructor unless otherwise stated.

Course Expectations

- **Active Participation:** All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond daily. In addition, you are required to respond to postings and submit all materials (papers) on time.
- **Professionalism Policy:** Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during online class time.

Bibliography:

Cisneros, S. (1984). *The house on Mango Street*. New York: Random House.

Delpit, L. (1995). *Other people's children*. New York: The New Press.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Gorski, P. (2010). *Defining multicultural education*. Retrieved Aug 15, 2010, from <http://www.edchange.org/multicultural/initial.html>

Grant, C. A. & Gomez, M. L. (2001). *Campus and classroom: Making schooling multicultural*. (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Hollins, E. R. (1996). *Culture in school learning: Revealing the deep meaning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

James, T. (2007). A Dewey school episode. In D. Hansen, M. Driscoll & R. Arcilla (Eds.). *A life in classrooms: Philip W. Jackson and the practices of education* (pp. 80-91). New York: Teachers College Press.

Kohl, H. (1994). *I won't learn from you and other thought on creative maladjustment*. New York: The New Press.

Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Random House.

Kubota, Ryuko. (2006). Unfinished knowledge: The story of Barbara. In Luria, H., Seymour, D., & Smoke, T., (Eds.) *Language and Linguistics in Context: Readings and Applications for Teachers*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Miller-Lachman, L. (1992). *Our family, our friends, our world: An annotated guide to significant multicultural books for children and teenagers*. New Providence, NJ: Reed Reference Publishing.

Miller-Lachman, L. & Taylor, L. S. (1995). *Schools for all: Educating children in a diverse society*. Albany, NY: Delmar Publishers.

Price, H. B. (2008). *Mobilizing the community to help students succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms: How to build on students' cultural strengths*. Alexandria, VA: Association for Supervision and Curriculum Development.

Smoke, T., (Eds.) *Language and Linguistics in Context: Readings and Applications for Teachers*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Stern-LaRosa, C. & Bettman, E. H. (2000). *Hate hurts: How children learn and unlearn prejudice*. New York: Scholastic.

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.