Cross-cultural Studies

Fall 2013
Course number
EDG 5707

COURSE DESCRIPTION
This course is an overview of immigration patterns in the United States, discussions of theories of ethnicity, acculturation, intercultural communication. Development of teaching strategies for multicultural classrooms. Multicultural issues in elementary, secondary, and adult education will also be discussed.

COURSE OBJECTIVES
Those who successfully complete this course will:

- Understand the process of “othering” and its consequences for education in a stratified society
- Identify examples of “othering” in US history and culture
- Explore your own cultural history and belief systems
- Develop an understanding of cultural frameworks different from your own
- Develop an understanding of the "culture of power"
- Engage in respectful dialogue with individuals from backgrounds significantly different from your own
- Develop an understanding of conflicts that arise in cross-cultural settings in schools in urban settings
- Develop a repertoire of ideas to meet the needs of culturally diverse and/or stigmatized students and families in urban settings
- Conduct original research in the area of cross-cultural studies in urban education
Instructor: Eric Dwyer
Phone: (305) 348-2078

Office: ZEB 353 (MMC)
Fax: (305) 348-2086

Office Hours:
- Tues: 1:00 to 3:30; 5:00 to 6:30
- Wed: 5:00 to 6:00

Email: Please use Blackboard course messages

Website: http://www.ericdwyer.info

Biography:

born: September 10, 1963, Oklahoma City, USA
raised: Las Cruces, New Mexico and Logan, Utah, USA

Bachelor’s: Spanish, June 1984, Utah State University
Apprenticeship: ESL, Summer 1987, Harvard University
Master’s: Foreign Language Education (Spanish and ESL), May 1989, University of Texas at Austin
PhD: Foreign Language Education (ESL and Japanese), December 1997, University of Texas at Austin

Languages: English, Spanish, Japanese, French, Portuguese, and Kinyarwanda

TESOL Board of Directors member serving as Conference Chair, 2002-2005


International presentations: Angola, Bangladesh, Brazil, Canada, Cyprus, Egypt, Ecuador, Guatemala, Hong Kong, Japan, Korea, Mexico, Morocco, Palestine, Peru, Saudi Arabia, South Africa, Syria, Russia, Rwanda, Thailand, Turkmenistan, and the UAE
Please review FIU’s Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TEACHING METHODOLOGY
This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Some exams may require the use of an approved proctoring center. Should you have any questions, please contact the professor.

ASSURANCE OF LEARNING
The College of Business cares about the quality of your education. For more information please visit the Assurance of Learning website to learn more on the College’s commitment to this initiative.

TECHNICAL REQUIREMENTS/SKILLS
One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the What’s Required page to find out more information on this subject.

This course utilizes the following tools:

Please list the tools being used in your course. If you are unsure about which tools to list, please make a note informing your Instructional Designer.

1. Microsoft Word
2. Acrobat pdf reader
3. Video
4. PowerPoint
5. GoogleDocs

Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION
This course utilizes the following tools:

1. Tool 1
2. Tool 2
3. Tool 3

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.
Please visit Blackboard’s Commitment to Accessibility webpage for more information.

For additional assistance please contact FIU’s Disability Resource Center.
COURSE PREREQUISITES
There are no prerequisites for this course.

PROCTORED EXAM POLICY
Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student’s responsibility to determine whether this online course requires proctored exams. Please visit our Proctored Exam Resources webpage for important information concerning proctored exams, proctoring centers, and important forms.

FIU’s Conceptual Framework and (StRIME) and MLE/TESOL’s Commitments, Goals, and Great Teaching

The Cross-cultural Studies course applies to the following attributes MLE/TESOL’s Commitments, Goals and Great Teaching, as well as FIU’s Conceptual Framework, color coded in light of StRIME (Stewards of the Discipline, Reflective Inquirers, and Mindful Educators)

<table>
<thead>
<tr>
<th>Commitments</th>
<th>Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical, scientific, research base</td>
<td></td>
<td></td>
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<tr>
<td>Full credentials for all students</td>
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<tr>
<td>High quality based on international standards (ACTFL, TESOL and the Florida Educator Accomplished Practices)</td>
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</tbody>
</table>
International connections, including overseas practicum opportunities with internet correspondence

Two-way bilingualism, biliteracy and bilculturalism

Student and teacher creativity

Candidate understanding of elements that make up language

Interactive technological components

Art, music, poetry, and physical education as integral parts of literacy with students writing their own stories and teachers writing their own stories, too

Goals

to introduce candidates to the latest and most exciting teaching methodologies, strategies, and technology
to make content in any new language immediately accessible to all students
to connect theory to practice and vice versa
to promote fair assessment of language proficiency and progress
to assert that candidates and their students can progress in listening, speaking, reading, and writing in the new language
to assist new language learners in their garnering of content curricula
to promote language education certification for all teachers, confirming language and applied linguistic expertise and professional preparation

great teaching

a humanitarian sense of equality, fairness, inclusion, and freedom
enthusiastic support of creativity and humor
technology as an communicative and interactive tool for all students, as well as their families
understanding and speaking out with regard to immigrant displacement, hardship
value for the contributing aspects of students’ non-local languages and cultures
understanding gender issues in a cross-cultural context
a sense that all students can learn another language in spite of cultural and linguistic obstacles
a global sense of caring
putting respect and needs of students in front of those of teachers and administration

The following attributes of the TESOL P-12 Teacher Education Standards are addressed in this course:

<table>
<thead>
<tr>
<th>approaches</th>
<th>meets</th>
<th>exceeds</th>
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</table>

Application of Standards | EDG 5707 | 1.a. Describing Language
| 1.b Language Acquisition and Development |  
| 2.a Nature and Role of Culture and Identity |  
| 3.a Planning for Standards-Based ESL and Content Instruction |  
| 3.b Managing and Implementing Standards-based ESL and Content Instruction |  
| 3.c Using Resources Effectively in ESL Instruction |  
| 4.a Issues of Assessment for ESL |  
| 4.b Language Proficiency Assessment |  
| 4.c Classroom-based Assessment for ESL |  
| 5.a ESL Research and History |  
| 5.b Partnerships and Advocacy |  
| 5.c Professional Development and Collaboration |  

The following attributes of the Florida Department of Education Office of Academic Achievement through Language Acquisition standards [http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf](http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf) are addressed in this course:

<table>
<thead>
<tr>
<th>not evident</th>
<th>approaches standard</th>
<th>meets standard</th>
<th>exceeds standard</th>
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</table>

**Application of Standards**

**EDG 5707**

1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills.
<table>
<thead>
<tr>
<th>2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.</th>
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<tbody>
<tr>
<td>2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.</td>
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<tr>
<td>2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.</td>
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<tr>
<td>2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.</td>
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<tr>
<td>2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.</td>
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<tr>
<td>2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.</td>
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<tr>
<td>2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.</td>
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<tr>
<td>2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.</td>
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<td>2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.</td>
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<td>2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.</td>
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<tr>
<td>2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.</td>
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<tr>
<td>2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.</td>
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<tr>
<td>3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.</td>
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<tr>
<td>3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.</td>
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<tr>
<td>3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.</td>
</tr>
<tr>
<td>3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.</td>
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<td>3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.</td>
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<tr>
<td>3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.</td>
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<tr>
<td>3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.</td>
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<tr>
<td>3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.</td>
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<tr>
<td>3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.</td>
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<td>3.2.h.</td>
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<td>3.3.a.</td>
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<td>3.3.b.</td>
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<td>3.3.c.</td>
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<td>4.2.a.</td>
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<td>4.2.c.</td>
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<tr>
<td>5.1.a.</td>
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<td>5.1.b.</td>
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<td>5.1.c.</td>
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</tbody>
</table>
| 5.1.d. | Demonstrate understanding of the advantages and limitations.
of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs’ language differences, giftedness, and special education needs.

5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

5.3.a. Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3.f. Assess ELLs’ language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

The following attributes of the Florida Department of Education New Florida Educator Accomplished Practices (FEAPs):

<table>
<thead>
<tr>
<th>Application of Standards</th>
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<tbody>
<tr>
<td>not evident</td>
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<tr>
<td>EDG 5707</td>
</tr>
</tbody>
</table>

1.a. Aligns instruction with state-adopted standards at the appropriate level of rigor.

1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

1.c. Designs instruction for students to achieve mastery.

1.d. Selects appropriate formative assessments to monitor learning.

1.e. Uses variety of data, independently and in collaboration with colleagues to evaluate student learning outcomes, adjust planning, and continuously improve the effectiveness of lessons.

1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2.a. Organizes, allocates, and manages the resources of time, space, and attention.

2.b. Manages individual and class behavior through a well-planned management system.

2.c. Conveys high expectations to all students.

2.d. Respects students’ cultural and family background.
| 2.e. Models clear, acceptable oral and written communication skills |
| 2.f. Maintains a climate of openness, inquiry, fairness, and support |
| 2.g. Integrates current information and communication technologies |
| 2.h. Adapts the learning environment to accommodate the differing needs and diversity of students |
| 2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals |
| 3.a. Deliver engaging and challenging lessons |
| 3.b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of subject matter |
| 3.c. Identify gaps in students’ subject matter knowledge |
| 3.d. Modify instruction to respond to preconceptions or misconceptions |
| 3.e. Relate and integrate the subject matter with other disciplines and life experiences |
| 3.f. Employ higher-order questioning techniques |
| 3.g. Apply varied instructional strategies and resources, including appropriate technology, to teach for student understanding |
| 3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students |
| 3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement |
| 3.j. Utilize student feedback to monitor instructional needs and to adjust instruction |
| 4.a. Analyzes and applies data from multiple assessment and measures to diagnose students’ learning needs, informs instructions based on those needs, and drives the learning process |
| 4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery |
| 4.c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains |
| 4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge |
| 4.e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s) |
| 4.f. Applies technology to organize and integrate assessment information |
| 5.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs |
| 5.b. Examines and uses data-informed research to improve instruction and student achievement |
| 5.c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of lessons |
| 5.d. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement |
| 5.e. Engages in targeted professional growth opportunities and reflective practices |
| 5.f. Implements knowledge and skills learned in professional development in the teaching and learning process |
| 6. Understand that educators are held to a high moral standard in a community. The effective educator adheres to the Code of Ethics |
and the Principles of Professional Conduct of the Educational Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public, and the education profession.

COURSE LIMITATIONS

Please be sure you read the following web sites with respect to

general expectations

eexpectations you may have of Eric

housekeeping

class participation, and

other course limitations.

SUBMITTING ASSIGNMENTS

Submitting assignments

To the extent possible, be sure to submit assignments through Moodle. No paper copies will be accepted, so all submissions need to be made electronically. In addition, be sure to submit assignments with the follow format for naming the assignment:

FirstnameLastName-Assignment.doc

For example:

EricTheTwit-CaseStudy.docx

Assignments need to be submitted in MS Word such that Track Changes may be used for feedback.

Also be sure to click on the following web sites with respect to the following issues:

FIU's Code of Conduct
Academic Misconduct

Students with Special Needs

Policies with respect to Sexual Harassment

TEXTBOOKS

Readings will be available for download from Blackboard.

I will however ask that you obtain somehow the following children's books:

English, Karen (2000). *Speak English For Us, Marisol*. Albert Whitman & Company


Small, Irene (**`). *Don't Say Ain't*. Charlesbridge Publishing.

GRADING

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Points for Each</th>
<th>Total Points Available</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Displacement WebQuest</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Semester Project</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>TBD</td>
<td>100</td>
<td>4 (see scale)</td>
<td>14%</td>
</tr>
<tr>
<td>Philosophy Statement</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Unit Plan Adaptation</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Seminar Presentations</td>
<td>TBD</td>
<td>4</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>N/A</strong></td>
<td><strong>Final avg: 4</strong></td>
<td><strong>100%</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Letter Grade</th>
<th>Range</th>
<th>Letter Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Above 3.75</td>
<td>A-</td>
<td>3.50 – 3.75</td>
<td>C+</td>
<td>2.17 – 2.49</td>
</tr>
<tr>
<td>A-</td>
<td>3.50 – 3.75</td>
<td>C</td>
<td>1.83 – 2.16</td>
<td>D-</td>
<td>0.50 – 0.82</td>
</tr>
<tr>
<td>B+</td>
<td>3.17 – 3.49</td>
<td>C-</td>
<td>2.50 – 2.82</td>
<td>D+</td>
<td>1.17 – 1.49</td>
</tr>
</tbody>
</table>
The semester project will require the uploading of an artifact to TaskStream. You may visit [http://www.taskstream.com](http://www.taskstream.com) to see about subscription costs.

The assignments

Course grades will be based on the following scale:

1. Attendance and Participation
2. Displacement WebQuest
3. Semester Project
4. Quizzes
5. Philosophy Statement
6. Unit Plan Adaptation
7. Seminar Presentation

Reflections and Online Discussions

You are required to post at least two comments per week on Blackboard. Many of the online discussions will be established in class. As such you will be asked to reflect specifically on topics, subjects, and elements introduced in class. You may also need to incorporate comments based on the downloaded elements, such as the Power Points. You will be expected to comment deeply and with considerable thought. A superficial thought (as perceived by the prof – or your peers for that matter) will not be acceptable as appropriate participation for this portion of the course.

You will also be asked to complete a handful of in-class assignments. Your completion of these assignments will work toward the completion of this course aspect.

You will also be asked to respond to specific readings.

This participation will ultimately be an average of the following three rubric results: attendance, postings, and posting content:
**DESCRIPTIONS OF ASSIGNMENTS**

**Participation**

Grades regarding forums will be judged on this rating rubric:

<table>
<thead>
<tr>
<th>points</th>
<th>rating</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nada</td>
<td>Nothing submitted</td>
</tr>
<tr>
<td>2</td>
<td>limited</td>
<td>Quick one- or two-sentence reaction.</td>
</tr>
<tr>
<td>3</td>
<td>proficient</td>
<td>Meets the expectation of contributing statement. Shows interest and intrigue and offers opinion. Links opinion to personal experiences.</td>
</tr>
<tr>
<td>4</td>
<td>mastery</td>
<td>Exceeds expectation by adding in theoretical connections.</td>
</tr>
</tbody>
</table>

**Final Attendance and Participation Grade**

Grades regarding attendance and participation will be computed as an average of the final grades for attendance, postings, and posting content. For example, if one receives attends 80% of the classes (proficiency, 3 points), receives an average 3.55 on the postings (mastery, 4 points), and 3.23 on the posting content (proficiency, 3 points), the final attendance and participation grade would register as 3.33.

**Displacement WebQuest**

**Introduction**

Few people immigrate to new countries simply because they want to. Often there are financial or political reasons people need to leave their home, thus leading them and perhaps many members of their family to a new place where automatically they will be treated as outsiders. Seldom does this uprooting represent tacit desire to be at the new place. Often this act entails pain and sadness, not only with respect to leaving family and friends, but also due to a grand lack of welcome in the new spot. There are positive stories, indeed. There are also many more stories of strife and hardship, including imagery of horrific violence and indeed rancid squalor. Thus, this assignment deals with the topic of displacement, a phenomenon often imposed on innocent people.

There is little question that the politics surrounding refugees, immigration, and displacement are daily conversations in the media and in our profession. As a result, it will be more than essential that we be both aware of and clued in on
professional conversation with respect to asserting that language minority students have voice in today’s school, community, and public policy conversations.

For this web quest, you will be asked to delve into the topic of displacement as such applies to the lives of refugees, immigrants, and indeed language minority students. Reasons for doing so include notions that policy makers often fail to take into consideration issues of human rights, racism, or oppression in those displaced.

You will have this week to work on the project and offer your results at next week’s discussions threads online with Moodle. You may work with a partner, if you’d like.

**Objectives**

- Demonstrate an understanding of a particular issue facing language minority students and language learners with respect to displacement, immigration, or refugees.
- Become conversational regarding the issues surrounding this issue.
- Understand where your voice may be offered up publicly with respect to this issue.

Possible procedure:

1. Select a specific issue or event currently pertinent to language learners, immigrants, language minority students with respect to public policy toward displacement, immigration, or refugees.
2. Research and collect media related articles concerning a particular issue of displacement, involuntary immigration (particularly with respect to children), or refugees. In other words, attempt to answer this question: What is public perception concerning the issue?
3. Research the policies (local, state, or national) that are actually in place or that are currently being considered.
4. Research what organizations are trying to do in order to address these issues. Statements may include responses that professional organizations and community centers are making in response to these policies, either positive or negative.
5. Show the context and spectrum of this issue, a story of people from this context, and the nature of the response (both in terms of policy and aid).

*Idea:* If you can personalize your report with a story of a particular person, you can substantially underscore the issues represented in your report.

*Getting acquainted*
First, read the article on recent statistics concerning worldwide displacement, found at
http://www.unhcr.org/cgi-bin/texis/vtx/search?page=search&docid=4c11f0be9&query=2009%20Global%20Trends

Peruse the photography of Sebastião Salgado, a world renowned artist who has been capturing images of displacement for decades:
http://www.amazonasimages.com/travaux-exodes

Examine a number of web sites with respect to displacement and refugee concerns. Here are possibilities to help you get started.

Human Rights Watch:
http://www.hrw.org/news

United Nations Human Rights Council
http://www.unhcr.org/cgi-bin/texis/vtx/home

Universal Declaration of Human Rights
http://www.udhr.org/udhr/udhr.HTM#UDHR

Amnesty International
http://www.amnesty.org/
(You may wish to do a site search on “refugees.”)

United National Relief and Works Agency
http://www.un.org/unrwa/

One
http://www.one.org/

UNICEF
http://www.unicef.org/index.php

Refugees International
http://www.refugeesinternational.org/

including a Facebook page
http://www.facebook.com/pages/Refugees-International/13480532116

Look to the Stars
http://www.looktothestars.org/category/29-refugees
Here are some possible topics:

- Displacement due to war
- Displacement due to economic hardship
- Hunger
- Political asylum
- Human rights
- Illness
- Employment
- Illegal immigration
- Human trafficking

Communicate with an expert

You may want to email an expert who can help you discuss the context and story you’re investigating. (Of course, you might consider other forms of communication, but you can start online here, being that this is a WebQuest). Here is a possibilities from the Refugees International Web site. You can attempt to contact anyone who participates with these Web sites.

Refugees International
ri@refintl.org
202 828-0110

Video/audio material

If you can, you can refer to and include any video or audio you come in contact with that helps you put your story into context. Here are some examples:

immigrants video search:
http://www.youtube.com/results?search_query=immigrants&search=Search

Darfur
http://www.youtube.com/watch?v=USLDoliFzzg&feature=related%3C%5C/span%3E%22%20class=%22mediaplugn%20mediaplugn_youtube%22%20type=%22application/x-shockwave-flash%22%20data=%22http://www.youtube.com/v/USLDoliFzzg&feature=related&fs=1&rel=0%22%20width=%22425%22%20height=%22344%22%3E

Kenyan camp
John Bowe on human trafficking and slavery in the United States
and
http://www.thisamericanlife.org/radio-archives/episode/344/the-competition

Example books available in Green Library

You might refer to some publications regarding specific displacement events. Here are some examples of books that are available in the Green Library. Their codes are included, but you can investigate other books by going to http://library.fiu.edu.


Guiding questions

As you consider displacement, here are some guiding questions that might help you. As you go through these, you too might come up with other questions that will help your colleagues. Please feel free to add to the list.

1. Give us some history about refugees, immigration, and displacement.
2. What has been professional organizations’ response to the displacement?
3. What are the main issues?
4. What are the arguments on all sides offer up?
5. What have been the results?

Include an online discussion chat with transcript from the Moodle chat room. Do this at the end of your project. Discuss the most critical and important elements you learned from the project.

Final output: An online “Book”
You’ll put together a small online “book.” This can take shape as a web site, a downloadable MS Word document, a brief film, a PowerPoint, any other kind of media, or a combination thereof. Feel free to include graphics, animation, sound, if you’d like. The point will be that you’re offering a story and its context.

Show off your book next week in the online discussions section on Blackboard.

**Semester project**

Volunteer some time, meeting at least five times throughout the semester. You must engage with at least one contact on a regular basis. After having established in class your identity, this person must (for the most-part) not match that identity. In other words, you must interact and report upon your experience with a person who represents “other.”

Some example places could include but are not limited to the following:

- Parent Leadership Council meetings – Miami-Dade Public Schools
- Refugee Service Program – Florida Department of Families and Children
- Alliance for GLBTQ Youth
- Florida Immigrant Advocacy Center

Give us a description of the organization you’re volunteering with. Why do they exist in the first place? What are their goals? What are their most immediate needs?. Where might you fit in?

Give us a report on what happens, a sort of play by play story. Explain what prompted you to go to the place, what happened upon arrival, who you met, your initial impressions, you aspirations.

As the experience progresses, continue to give both a synopsis of the actual experience and tasks involved, including interactions. You don’t have to record anything, but you’re welcome to attempt to write dialogue in order to explain your experiences. Also include your thoughts.

By this time, though, your thoughts should relay specifically to class topics, identifying both class readings or activities, as well as anything supplemental you encounter.

As you write, you should refer to not only the readings of the course but at least 5 other supplemental resources.

You should plan to visit the site at least five times, though you can certainly attend many more.
The experience at the end of the semester will somehow end, either with you simply leaving or with your need to complete the assignment. Either way, it’ll be time to reflect. Again, be sure to give your own opinions, but support them with the readings and other resources.

Within your reflections, posit what you think should happen down the road with this organization. Apply your new knowledge from the course, namely the theories and the conversations from the literature, toward a justification for these ideas. Finally, be sure you analyze this experience in terms of how this experience affects the way you think about your future (or even current) students. How will you adjust your curriculum, your lesson plans, your interactions with students and their families, and particularly your peers. What does this experience mean for you with respect to how you approach advocacy for students?

One note: You’ll probably feel compelled to give names. You’re welcome to do so, but please don’t give out real names without permission from your new contacts. Most likely, even with permission, you’ll probably end up feeling better by giving your contacts pseudonyms.

**Quizzes**

You will have a few quizzes over the course of the semester. Your score toward the grade will be the final average of all your quizzes. Thus the score applicable to your final grade will be

<table>
<thead>
<tr>
<th>points</th>
<th>rating</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nada</td>
<td>Nothing submitted</td>
</tr>
<tr>
<td>2</td>
<td>limited</td>
<td>Less than 73% on all quizzes</td>
</tr>
<tr>
<td>3</td>
<td>proficient</td>
<td>Between 73 and 85% on all quizzes</td>
</tr>
<tr>
<td>4</td>
<td>mastery</td>
<td>Above 85% on all quizzes.</td>
</tr>
</tbody>
</table>

**Philosophy statement**

You will be asked to devise a 2-page philosophy statement regarding multiculturalism and how such affects your career notions. Your grade will be the average of the scores for each row.

You’ll want your philosophy statement to address the following issues:

- professional goals that pertain specifically to multiculturalism.
- engagement in reflective practice.
• Ideas regarding opportunities to improve one’s chances for improvement and positive impact.
• Detailed strategizing with reference to ongoing updating one’s technological skills.
• Approaches to analyzing cultural elements and their impact.
• Understanding and application of knowledge about cultural values and beliefs.
• Concepts of multicultural competence.
• Student performance with respect to how cultures affect their performance.
• Approaches to dealing with racism and stereotyping.

**Unit Plan Adaptation Assignment**

This assignment is broken into three sections.

**Section 1**
*Write a Fractured Fairy Tale*

Using the models shown on Moodle, identify a fairy tale. Then identify a target culture. Then, using overt examples of Big C and small c items from that culture, develop your own version of your identified fairy tale. Be sure to identify your target audience.

**Section 2**
*Analyze a high-stakes test*

Please choose a question and answer version from the following website: [http://fcat.fldoe.org/fcatrelease.asp](http://fcat.fldoe.org/fcatrelease.asp) Then download a pdf file for any of the exams. You want one labeled “Test Book with Answers. Please then write a critique of the exam, though no more than 2 pages. You may do any of the following:

• Write who you think was the author of the exam and for which audience, indicating who has power with respect to how the test is developed, implemented, and reported.
• Pose possible reasons one might be satisfied with aspects of the exam, implementing key concepts from the course.
• Use concepts from the class to identify examples of cultural bias in the test questions.
• Offer possible alternative questions that might address needs of other students. Examine other aspects of the exam.
• Identify other elements of the exam that raise red flags with respect to the concepts from the course.
• Offer suggestions for how you might improve.
Section 3a

Analyze and critique a unit of a textbook

Offer a critique of a small section of a textbook. This text may be for any level—for young children, adults, or any age in between. You’ll want this critique to be limited to 2 pages. You may use examples included on Moodle, or you may search for a unit of your own that fits your life and your academic needs. Your critique may include any of the following.

• Write who you think was the author of the unit and for which audience, indicating who has power with respect to how the unit is developed, implemented, and reported.
• Pose possible reasons one might be satisfied with aspects of the unit, implementing key concepts from the course.
• Identify other elements of the unit that raise red flags with respect to the concepts from the course. Use concepts from the class to identify examples of cultural bias in the unit.

Section 3b

Develop anti-bias materials

Design supplementary materials that could help implement the text for a multicultural audience. Limiting this description to 2 pages, you should do the following:

• Identify a specific area of the text you have concern with.
• Show how your supplementary materials connect to the section of the text you wish to address.
• Scan text not included in your Blackboard references. (These don’t count toward your two pages.)
• Propose an activity, perhaps in the vain of Creative Resources for the Anti-bias Classroom, that could make the materials in the unit more accessible to new students.
• Feel free to identify specific places where the new students are from, such that you might identify specific cultural aspects that would generate critical thinking and multiculturalism for all students.

You may work with up to two partners on this assignment (3 person max).

Seminar Leadership

You (and perhaps a partner) will be asked to lead a discussion and activity on one of the topics or readings for the course. Each seminar should have an interactive activity that students in the class work on and then come together for a short whole-class discussion. The seminar should foster the following among
your colleagues the following:

- a chance for students to figure out (at least to some degree) what they know about the topic and what they don’t yet know;
- higher order thinking (sparked conversation based on questions that don’t necessarily have one single answer);
- links to technology and other resources;
- a sense of openness and safety; and
- a final synopsis of conclusions that link to how minority students are affected by the issue at hand.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place primarily via BlackBoard messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

If you have technical issues or health issues, please notify the prof immediately. Elongated periods of time separating postings due to hardship are too difficult to attend to long after the initiation of such.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

QUIZZES

In order to mitigate any issues with your computer and online assessments, it is very important that you take the “Practice Quiz” from each computer you will be
using to take your graded quizzes and exams. It is your responsibility to make
sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should
not be taken through a mobile phone or tablet. If you need further assistance
please contact FIU Online Support Services.

The technology gods are evil beasts. However, we need to build in time
considerations for their mischief. In other words, do not leave quizzes and other
assignments to be uploaded at the last minute. There will be little leeway offered
after due dates with respect to technical issues.

TENTATIVE COURSE CALENDAR

Week 1
Aug 26: Getting Started: Definitions and Issues
   Narrative as research inquiry and reporting

Week 2
Sept 2: Big C and small c
   Culture Shock

Week 3
Sept 9: Borders

Week 4
Sept 16: Critical Pedagogy

Week 5
Sept 23: Displacement
   Ride the bus!

Week 6
Sept 30: Honeymoon to Hostility
   WebQuest reports

Week 7
Oct 7: Culture shock, prejudice, and stereotypes

Week 8
Oct 14: Bullying
Week 8
Oct 21: Religion

Week 9
Oct 28: Language and Language Brokers

Week 10
Nov 4: Antibias Curriculum

Week 11
Nov 11: Assessment

Week 12
Nov 18: Conflict Resolution
   Unit plan adaptation due

Week 13
Nov 25: Wrapping it all together
   Philosophy statement due

Week 14
Dec 2: Community Partnerships
   Semester project reports