EDEF 444 (WI): Teaching Culturally and Linguistically Diverse Learners

Mondays 2:00-3:20PM (Section 1)
Mondays 3:30-4:50PM (Section 2)
August 25—December 1

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"How can you govern a country that has 246 varieties of cheese?"
—Charles de Gaulle

Key Ideas
Immigration School vs. education
Diaspora Epistemology
“The Other” Family
Culture/Custom/Tradition Diversity
English Language Learner (ELL) Equity
**Course Description:**
Pre: APTE approval; Completion of Block 1 courses with a grade of C or higher in all courses. Completion of or concurrent enrollment in ENG 200. Coreq: EDEE 442 and EDEE 446.
Provides an in-depth study of diversity in the educational environment and its impact on teaching and learning. Teacher candidates examine the social, political, curricular, ethical, and instructional implications for elementary classroom teachers. Attention is given to multicultural frameworks and theories; includes the senior “capstone” project.

**Writing Intensive:**
As a Writing Intensive (WI) course, we will concentrate a lot of our time on the development of writing and editing skills. We will practice these skills over the course of the semester, and you should be able to demonstrate your mastery of them in your final paper. We will progressively cover the elements of writing a formal paper that you will need to learn in order to complete your case study, including writing a thesis statement, proposal and abstract; outlining; preparing reference lists in APA format (used by the field of education); and drafting and editing. We will also hold one-on-one conferences about your writing. During three class sessions, you will engage in peer reviews of each others’ work, where you will be asked to provide written constructive feedback on response papers (these are listed below in the assignments and schedule of topics by class). You will be asked to write both informally (through online discussions on Laulima and peer reviews) and formally (through response papers, an autoethnography, a graded draft, and final draft of your action research paper). As a result, writing makes up a substantial (75%) portion of your grade, and you should expect to write approximately 20 pages of formal, graded writing. You will also be required to attend at least one (1) writing workshop at the No‘eau Center (the schedule of workshops is available under the Resources tab on Laulima).

**UHWO Teacher Education Mission Statement:**
The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

**Conceptual Framework:**
The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child;
- embracing social justice and equity for all;
- becoming reflective practitioners and life-long learners.
**Course Objectives:**
The following course objectives are aligned with UHWO Institutional Learning Outcomes (ILO), Division Learning Outcomes (DLO), and Concentration Learning Outcomes (CLO), enabling our teacher candidates to become knowledgeable, skillful, and responsive educators in a global society.

After completing this course, students will be able to:
1. **Identify the varying needs of culturally linguistic diverse learners** (ILO 2; DLO 4; CLO 3.2)
2. **Explain the importance of culture and its role in learning** (ILO 1, 2; DLO 1, 4; CLO 3.2)
3. **Assess the importance of selecting cultural relevant materials** (ILO 2; DLO 4; CLO 3.2)
4. **Evaluate current educational practices and instructional strategies related to culturally and linguistically diverse learners** (ILO 3; DLO 3; CLO 3.5)
5. **Develop a variety of teaching techniques to actively engage diverse students** (ILO 3; DLO 3; CLO 3.5)
6. **Identify and evaluate varying approaches to multicultural curriculum reforms** (ILO 4; DLO 7; CLO 3.2)
7. **Develop a personal philosophy of teaching that addresses culture and language** (ILO 1; DLO 1; CLO 1)

**Standards Covered in this Course:**
*Institutional Learning Outcomes (ILO)*

ILO 1. **Effective Communication:** Communicate clearly and effectively to an intended audience through written and spoken language.

ILO 2. **Cultural Awareness:** Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena.

ILO 3. **Critical Thinking:** Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

ILO 4. **Disciplinary Knowledge:** Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.

**Attendance and Punctuality:**
Regular attendance and participation is expected. It is professional courtesy to be on time (or even early) to class and to come prepared.

Students should inform the instructor prior to being absent for family or business emergencies. Such pre-arranged circumstances will be left to the discretion of the instructor and student involved. It is up to the student to make up all work missed when absent from class.

Students who have a valid add slip to begin class after the first day of instruction will not be penalized for classes missed during the add/drop period.
Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. If a class is missed for any reason you will be required to write a 3 to 4 page summary of the information covered for that day. The paper is due at 5 P.M. on Friday of the week in which class was missed. Completion of the paper or attendance in class allows you to keep your points. Missing a class and not turning in the summary paper will result in the loss of credit for that week’s work.

**Late Assignment Policy**
I recognize that there are many different circumstances under which an assignment may be turned in late. If notification with a valid excuse is given to the instructor prior to the assignment being due (conversation, hand-written note, email, phone message), points will not be deducted. However, without such prior notification, one (1) point will be deducted each calendar day from the assignment.

**Academic Dishonesty:**
Academic dishonesty and plagiarism will not be tolerated. These acts defeat the purpose of education and carry severe penalties. Do your own work. Whenever you use information from a printed source—including textbooks and the assigned readings—*always* identify the source and the page in the reading where you found the information. Whenever you use the words of a printed source, *always* use quotation marks. Penalties for academic dishonesty and plagiarism may include: 1) failing grades for those assignments that were plagiarized; 2) a failing grade for the course. For further information on what is expected of UH-West O’ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Learning Challenges and Accommodations:**
In keeping with University policy, any student with a disability who needs academic accommodations for testing, note taking, reading, classroom seating, or other services, should contact Student Services as early as possible and speak with Dr. Steven Taketa (email: taketas@hawaii.edu).

**Hybrid Course Contact Hour Requirements:**
EDEF 444 is a hybrid, 3-credit course. For fifteen weeks there are 1.5 face-to-face contact hours and an additional 1.5 hours online. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a *minimum* of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course.

**Required Texts:**
And other readings as assigned and available on Laulima.
Assignments:
In this class, we will wrestle with the readings, discuss our understanding of the material, conduct a case study, present our ideas, and write about them. We are all students in this class, and we are all teachers. Additionally, this course is designed to build your writing skills, and the best way to become a good writer is to read good writing and practice good writing.

In Class Discussion/Participation
Your participation and contribution to discussions in class are essential to helping you make sense of the material. Make sure that you are both present for each class meeting, and that you actively engage with and contribute to the content of class discussions.
Total points: 5

Online Discussions/Participation
Since we will be communicating both face-to-face and online, you will need to show your participation by fully engaging in online discussions as well as those in class. Each week you are expected to pose at least one (1) question in the Laulima online discussion, and to respond to at least one (1) of the questions posed by your colleagues. While this form of communication is necessitated by the hybrid online nature of the course, it is my hope that you will also hone your communication skills; since all we will have is our written word, you will need to write exactly what you mean to say. Please write academically, do not use this as a texting tool, and remember that I am allergic to emoticons (and please do not LOL me). In addition, such an online discussion group is good practice for future stages in your careers when you may need some good professional advice from a fellow student or colleague who is only accessible electronically. In addition, you are required to cite at least one source for each discussion topic/thread, and your one (1) weekly response must be at least 250 words in length.
Total points: 5

Bibliography Practice / Working Bibliography
Education is an academic profession, and you should get yourselves in the habit of periodically conducting research and learning about new innovations and ways of thinking in the field. To that end, over the course of the semester we will all build a bibliography of resources for each of the weekly topics together. You will be expected to contribute at least one resource to the ongoing bibliography discussion thread on the Laulima site each time we cover a new topic; this exercise will count towards your total online discussion grade (see above). If two people have the same citation, the first one to post it will receive credit; this way, it is in your best interests to participate in the discussion threads earlier in the week rather than later. If you find the same citation already posted, you will need to find another one. (We are building a bibliography, and in order to do so, we need multiple references, not the same one five times.) In order to get you in the habit of looking for and citing references, you will have a bibliography practice assignment due the second week, Sept. 1. You must find at least eight (8) resources on the topic of teaching culturally and linguistically diverse learners, broken down as follows: two (2) books; two (2) chapters in an edited book; two (2) journal articles; and two (2) online resources. Since the field of education uses APA style, that is the only format you should follow for this course. For a quick and easy guide to citations in APA, see the following website (and the tabs to the left of the webpage): https://owl.english.purdue.edu/owl/resource/560/05/
Total points: 5
**Autoethnography**
You will write an autoethnography of your own cultural and linguistic journey through life and through school. You should focus on your experiences learning whatever particular culture (or cultures) that you most identify with, and how that means of learning was informed or challenged by your time as a student in formal schooling. Please keep in mind that this is not an autobiography, nor a retelling of every moment in your life. Rather, reflect on how you became the person you are in a cultural and linguistic context, and what role school and schooling played in that process. Your autoethnography should be between 500 – 750 words in length, and is due by class time on **Monday, September 8**. It is worth 5 points.

**Total points:** _______ 5

**Response Papers**
You will have three (3) response papers due over the course of the semester. Response papers are formal writing assignments that require you to respond to prompts and think critically about the ideas being addressed in those readings. The first response will be to a viewing of the film *A New Island*; the second response will be to the readings by Small (2011) and Valdés (1996); and the third response will be to guest speakers from the Micronesian advocacy group COFACAN. Each response paper should be 750 – 1000 words in length, and use Times New Roman, size 12 font (the same font you are reading now), double-spaced, one inch margins, with page numbers centered at the bottom of each page. Response paper #1 is due by class time on **Monday, Sept. 22**; response paper #2 is due by class time on **Monday, Oct. 20**; and response paper #3 is due by class time on **Monday, Nov. 10**. Each response paper is worth 10 points.

**Total points:** _______ 30

**Peer Reviews**
For the three (3) response papers, you will engage in a peer review of each other’s work in class. You will be given a narrative (and constructive) criticism sheet that will ask you to address the following questions: What are the two or three biggest strengths of this paper? What are its two or three biggest weaknesses? What two or three things need to happen to make this paper stronger? You will discuss your work with a partner, and each of you will complete a narrative criticism sheet in writing (approximately 250 words per question). Your sheets will be turned in at the end of class when we hold peer review sessions for the response papers (Sept. 22, Oct. 20, and Nov. 10). Each peer review is worth 5 points.

**Total points:** _______ 15

**Case Study (Signature Assignment)**
Over the course of the semester, you will develop and write up a case study of a culturally and/or linguistically diverse student in your field placement classroom and generate a series of possible teaching and learning opportunities, and you will give a final presentation of your case study and recommendations to the class. Your case study will begin with a prompt that you will receive near the beginning of the semester that will give you some basic background information on your student; you will then develop a proposal and thesis for how you will reach that student. Next, you will write up a bibliography of resources for your case study, and you will outline your paper. Finally, you will turn in two drafts of the paper, a first draft, and a final draft. The more complete the first draft is, the easier it will be for you to make the appropriate edits and changes.
to the final paper. As part of the drafting process, you will also be required to visit the No‘eau Center. You will receive feedback from me for each element of the case study. The final paper is a formal writing assignment, and must follow the same guidelines as those for the response papers above. The final paper is six to seven (6-7) pages in length, not including a cover page, abstract, and references. The presentation of your project and findings should be no longer than 7-8 minutes, and should provide highlights of your case study (not the entire paper on powerpoint slides). Your proposal and thesis are due on Monday, Sept. 29; the bibliography and outline are due on Monday, Oct. 6. The first draft is due on Monday, Oct. 27; the final draft is due on Monday, Dec. 8. Your presentations to the class will be held on Monday, Nov. 17, and Monday, Nov. 24.

Proposal/Thesis:  2 points
Bibliography:    2 points
Outline:        2 points
First Draft:    10 points
Presentation:  4 points
Final paper:   15 points
Case Study Total points:  35

Total class points:   100

Grading:
Final course grades are assigned based on a 100-point total as follows:
A = 90-100   B = 80-89   C = 70-79   D = 60-69   F = below 60

Proposed Schedule of Topics by Class*
Aug. 25  Introduction, course overview, syllabus and expectations

Sept. 1  No Class – Labor Day
Assignment:  Bibliography practice due
Reading:    Reagan, Chapters 1 & 2

Sept. 8  Culture and language in the world
Reading: Reagan, Chapters 3 & 5
Assignment: Autoethnography due

Sept. 15 Culture and language in the classroom
Reading: Valdés, Chapter 1
Viewing: A New Island (film) on your own time
Available at:  http://www.aetn.org/programs/anewisland
Assignment: Response Paper #1, due Monday, Sept. 22

Sept. 22 Reasons for migration, and migrants in the classroom
Reading:  Small, Part I, Chapters 1 & 2
Valdés, skim Chapters 2 & 3
Peer Review:  Response Paper #1
Sept. 29  Becoming “American” (or not)
Reading:  Small, Part II, Chapters 3-5
          Valdés, skim Chapters 4 & 5
Assignment:   Case Study Proposal/Thesis due

Oct. 6  Contexts of culture
Reading:  Small, Part III, Chapters 7 & 9
          Valdés, Chapter 6
Assignment:   Case Study Outline/Bibliography due

Oct. 13  Maintaining “tradition”
Reading:  Small, Part III, Chapters 10 & 11
          Valdés, Chapters 7 & 8
Assignment:   Response Paper #2 due October 20

Oct. 20  Parents and families
Reading:   Valdés, Chapter 9
Peer Review:  Response Paper #2

Oct. 27  Culture as a “problem” in schooling
Reading:  Reagan, Chapter 8
Assignment:   Case Study First Draft Due

Nov. 3  Guest Speakers: COFACAN (Micronesian advocacy group)
Reading:  Kupferman, “Lutlut in a Strange Land” (available on
          Laulima)
Assignment:   Response Paper #3 due Monday, Nov. 10

Nov. 10  Lessons of culture and language
Reading:   Reagan, Chapter 10
Peer Review:  Response Paper #3

Nov. 17  Case Study Presentations

Nov. 24  Case Study Presentations

Dec. 1  Course conclusion and review; signature assignment debrief
Assignment:   Case Study Final draft due, Monday, Dec. 8

*Please keep in mind that this syllabus is a working document, and that changes may need to be
made over the course of the semester. If a change is required, I will inform the class prior to the
change, and where possible and appropriate I will solicit input from the class as a whole
beforehand.*
Taskstream

To aid in the assessment of our program and provide students with a venue for demonstrating attainment of standards and showcasing work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (www.taskstream.com). TaskStream is a web-based, content manager that allows for assessment management using electronic portfolios. As part of the UHWO Teacher Preparation Program, students will upload assignments to their UHWO Direct Response Folio (DRF) in most education courses. DRF is the name given to the specific UHWO Electronic Portfolio.

While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to Taskstream. This means that students must purchase a Taskstream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEE 200/201), and ends when they have completed their final education course (EDEE 490/490s).

Taskstream provides different subscription lengths depending on the amount of time needed for each individual user. Below are the current subscription lengths and prices from which to choose.

1 Semester - 5 Months ($25)
1 yr. account ($42)
2 yr. account ($69)
3 yr. account ($91)
4 yr. account ($105)
5 yr. account ($119)
6 yr. account ($129)

An active subscription to Taskstream is necessary because students are required to upload “signature assignments” into their UHWO DRF in all education courses. Signature assignments are specific assignments required in many education courses as part of the UHWO Teacher Preparation Program. These signature assignments reflect the student’s ability to meet specific Hawaii State Teaching Standards that have been aligned with each course’s content and expectations. Students are expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if they receive unacceptable ratings. Examples of signature assignments include lesson plans, unit plans, and essays. Signature assignments such as these are typically uploaded by the end of the students’ semester.

Failure to maintain an active subscription or upload a signature assignment to Taskstream may result in a failing course grade or an incomplete course grade. Repeated failures to maintain an active subscription or upload a signature assignment may result in a student receiving an alert letter regarding professional dispositions and/or the student being asked to leave the UHWO Teacher Preparation Program.

Students are encouraged to explore the various education-related resources available in Taskstream. In addition to the UHWO DRF, students can choose to create separate electronic portfolios that can be shared with potential employers. Students can also create standards-based lesson plans, evaluation rubrics, and entire instructional units. Training opportunities for creating such resources are frequently offered online through TaskStream. For more information about Taskstream, please visit www.taskstream.com.

There are documents in the Resources section of the course website that describe the steps needed to: (1) register for a Taskstream account, (2) create a guest account in Taskstream, (3) enroll in the UHWO Teacher Preparation Program within Taskstream, and (4) upload documents to the UHWO DRF. Should you have questions about Taskstream or require further assistance, please call Taskstream at 1-800-311-5656, email Taskstream at help@taskstream.com, or email your course instructor. Answers to more frequently asked questions can be found at the Help Index at www.taskstream.com.