Rutgers, The State University of New Jersey

05:300:407:01 Community-Based Language Learning (CBLL) Leadership
Spring 2015 (2 Credits)
Wednesdays (2 meetings) 6:30 – 8:00pm & Fridays (8 Meetings) 10am – 1:00pm
Locations: Various (See weekly schedule for details)

Instructor: Jessica Hunsdon
Jessica.hunsdon@gse.rutgers.edu

Phone Number: (848) 932-0791 (office)
(480) 773 – 8474 (cell)

Office Hours: by appointment

10 Seminary Pl Rm 229B

Prerequisites or other limitations:
CBLL Course

Mode of Instruction:
___ Lecture
X Seminar
___ Hybrid
___ Online
X Other. A minimum of 20 hours of service-learning is required.

Permissions required:
___ No
X Yes

Directions about where to get permission numbers: from the instructor

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Course Description

Learning Goals:
- Develop strategies to support English language community participants, CBLL students and volunteer facilitators so that their participation is rewarding and productive
- Create session plans designed to foster language development for adult English language learners
- Develop leadership skills needed to lead in a community setting
Course Catalog Description:
In this course, you will take on the role of a Team Leader, building on your experience in The Conversation Tree program and what you learned in the CBLL course in a previous semester. Over the semester, you will gradually take on more responsibility in the operation of the Conversation Cafés and you will gain knowledge and skills to support the language development of adult English language learners. We will meet ten times during the semester and will maintain communication via e-mail, Google Drive and our Sakai site while you are working in the field. Required service-learning hours vary based on the number of credits taken and are therefore, provided below. For students taking 3 credits, additional readings and coursework will be required and will be determined collaboratively with the instructor.

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<thead>
<tr>
<th>Credits</th>
<th>Course Meetings</th>
<th>Service-Learning Hours</th>
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<tbody>
<tr>
<td>2</td>
<td>10 Meetings</td>
<td>20 hours</td>
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<tr>
<td>3</td>
<td>15 Meetings</td>
<td>40 hours</td>
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Course Texts and Materials
Course readings are available via Sakai.

Course Requirements

1. Participation @ Course Meetings & Community Partner Site Placement (20%): 80 points
Active participation includes attending the CBLL Leadership class and the Conversation Café, arriving on time, engaging in class discussions and readings, actively and sensitively listening to your peers, reading assigned texts before class meetings, and preparing assignments that demonstrate having read course materials. Absences and tardiness to the Course Meetings or the Conversation Café will affect your grade.

Care, respect and integrity in exchanges with peers and instructors apply to your written and spoken interactions in the classroom and at community sites. Care and respect include your preparation and focused attention on conversational work with community members. Use of cell phones and laptops is not permitted. Your participation grade is negatively affected by 2 points in each instance of lack of preparation, texting, or otherwise inappropriate behavior.

2. Assignments @ Course Meetings (15%): 60 points
Throughout the course, you will have various assignments that will provide opportunities for you to demonstrate what you have learned about the specific skills and strategies needed to be an effective Team Leader. These skills and strategies include identifying communicative goals, using a needs analysis to develop an 8 Week Plan, modeling/introducing activities, and supporting Conversation Facilitators within the Conversation Café. Each of the four assignments will be worth 15 points.
2. Facilitating the Conversation Café @Community Partner Site Placement (25%): 100 points
You will serve for a minimum of 2 hours per week for 8 weeks beginning the week of February 23rd. You will be responsible for the following at the Conversation Café at which you are placed:
- recording attendance accurately and communicating it weekly to Program Coordinator;
- managing paperwork for new attendees (e.g. registration forms, etc.);
- planning for and facilitating the Conversation Café (e.g. welcoming participants, introducing the agenda for each session, modeling activities, and wrap-up);
- management of small-groups and monitoring community member participation within groups, providing support when needed;
- supporting new CBLL students in conversation facilitation; and
- preparing needed materials (e.g. requesting copies, etc).

You will be supported by the course instructor or Program Coordinator who will attend Conversation Cafés as-needed throughout the 8 weeks of service.

3. Conversation Café Session Planning @Community Partner Site Placement (25%) 100 points
You will be responsible for working together as Team Leaders and eventually with the new CBLL students in planning for your Conversation Café. As each site has different needs, participants with different levels, different numbers of participants, settings, etc., you will need to adapt activities to meet the needs of your site. Over the course of the semester, you will plan a total of 8 session plans (10 points each) and one 8-week plan (20 points) for a total of 9 planning assignments. You will have two weekly due dates for session plans that correspond to the day your Conversation Café meets. One weekly due date will be for a draft version of your session plan; the second weekly due date will be for the final version of your session plan. The table below includes the days/times for each weekly due date. Adhering to these due dates is important; therefore 2 points will be deducted from your total points each time a draft or final version is turned in late. Additionally, points will be deducted if recommended revisions are not made to the session plans prior to the final version due date.

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>W Conversation Café final draft of session plan and handouts due by noon.</td>
<td>Th Conversation Café final draft of session plan and handouts due by noon.</td>
<td>T Conversation Café 1st draft of session plan and handouts due by midnight.</td>
<td>W Conversation Café 1st draft of session plan and handouts due by midnight.</td>
<td>Th Conversation Café 1st draft of session plan and handouts due by midnight.</td>
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5. Reflection Journals
(15%): 60 points
You will write two reflection journals, one mid-way through the semester and another at the end of
the semester. The first reflection journal will be 1-2 pages and will respond to prompts provided by
the course instructor. The final reflection will be a 3-4 page paper reflecting upon your experience
as a Team Leader and addressing the following questions:

1) We designed The Conversation Tree program in response to the community's need to
practice English and RU's students' need to connect to the local community. In what ways do
you think these goals are being met? How might we work to better meet these goals?

2) Because you chose to participate in the program for a second semester, we'd like to know
how this experience was different than the previous semester. Were you able to develop
leadership skills? Did your knowledge about the community, your skills working with the
community participants, and your beliefs about how languages are learned and how adult
English language learners grow or change in any ways? If so, how?

3) Consider concepts you were exposed to in the readings and discussions in both this course
and the previous CBLL course (for example, adult learning principles, language learning as a
social activity, funds of knowledge, etc). In your work or reflections this semester, did you
find yourself drawing upon any of that material? If so, what and how? Also, did this
experience prompt you to want to further your learning and experiences in the area of service-
learning or English language learning? If so, please describe.

Attendance Policy
Students are required to attend every class and community session. If you are ill or have a conflict, I
understand. However, emergencies, illness, religious observance or other serious needs must be
communicated to me in advance when possible. More than one unexcused absence from the class or
a site will affect your grade in this way: your final grade will be lowered by one half letter grade
(from B+ to B). Three or more absences (regardless of absences being excused) may necessitate
repeating the course. It is also important to be punctual to all course meetings as habitual lateness
will affect your grade (three times late = 1 absence). Absences from your assigned site must be
communicated to your course instructor, with copies to the course coordinator and site
coordinator in one email (not separate emails to each).

Course Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93.00-100.0%</td>
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<tr>
<td>B+</td>
<td>88.00-92.99%</td>
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<tr>
<td>B</td>
<td>83.00-87.99%</td>
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<tr>
<td>C+</td>
<td>78.00-82.99%</td>
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<tr>
<td>C</td>
<td>70.00-77.99%</td>
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<td>F</td>
<td>Under 70%</td>
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**Academic Integrity**
Please refer to your student handbook and the university website for academic integrity (http://academicintegrity.rutgers.edu) for regulations regarding plagiarism and appropriate student conduct.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Content, Assignments &amp; Preparation</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Friday, January 23(^{rd})</td>
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<tr>
<td></td>
<td><strong>Course Meeting 1</strong></td>
<td><strong>Content</strong></td>
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<tr>
<td></td>
<td>60 Livingston Ave.</td>
<td>• Syllabus Overview</td>
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<td></td>
<td>10:00am – 1:00pm</td>
<td>• Team Leader Roles and Responsibilities</td>
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<td></td>
<td>Community Volunteer Facilitators will join us from noon to 1:00pm</td>
<td>• Communicative Goals</td>
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<td>• Weekly Planning Protocol and Brainstorm</td>
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<td>• Big Ideas of the Conversation Café</td>
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<td></td>
<td><strong>Assignment</strong></td>
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<td></td>
<td>□ Read Chapter 3 &amp; 4_Auerbach (1992) &amp;</td>
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<td></td>
<td>Facilitating Adult Learner Interactions (2008)</td>
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<td></td>
<td>□ Assignment 1: Communicative Goals</td>
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<tr>
<td>Week 2</td>
<td>Friday, January 30(^{th})</td>
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<td></td>
<td><strong>Course Meeting 2</strong></td>
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<td></td>
<td>60 Livingston Ave.</td>
<td><strong>Content</strong></td>
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<td></td>
<td>10:00am – 1:00pm</td>
<td>• Strategies/Techniques for Conversation Facilitators</td>
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<td></td>
<td>Community Volunteer Facilitators will join us each week from 10:30am – 1:00pm</td>
<td>• Preparing for a Conversation Café Session</td>
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<td><strong>Assignment</strong></td>
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<tr>
<td></td>
<td>□ Read Needs Assessment for Adult ESL Learners (1997)</td>
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<td></td>
<td>□ Review Session Plan 1</td>
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<td>Week 3</td>
<td>Wednesday, February 4(^{th})</td>
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<td></td>
<td><strong>Course Meeting 3</strong></td>
<td><strong>Content (Wednesday)</strong></td>
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<td></td>
<td><em>(Joint Meeting with CBLL Students)</em></td>
<td>• Team Collaboration and Communication</td>
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<td>Rutcor Lounge</td>
<td>• Roles and Responsibility Review</td>
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<td>6:30 – 8:00pm</td>
<td><strong>Content (Friday)</strong></td>
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<td></td>
<td>Friday, February 6(^{th})</td>
<td>• Discussion of Reading</td>
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<td><strong>Course Meeting 4</strong></td>
<td>• Introduction to Needs Analysis</td>
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<td></td>
<td>60 Livingston Ave.</td>
<td><strong>Assignments</strong></td>
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<td></td>
<td>10am – 1:00pm</td>
<td>□ Read Chapter6_Auerbach (1992)</td>
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<td></td>
<td>Embedded Conversation Café</td>
<td>□ Assignment 2: Working with Needs</td>
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<td></td>
<td>Week 1 (11:00am – 12:30pm)</td>
<td>Analysis Data</td>
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<td><strong>Preparation for Conversation Café</strong></td>
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<td></td>
<td></td>
<td>□ Review Session Plan 2</td>
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<td>□ Prepare to Model/Introduce Activities</td>
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</tbody>
</table>
| Week 4 | Friday, February 13<sup>th</sup> | Course Meeting 5  
60 Livingston Ave.  
10am – 1:00pm | Content  
- Analyzing Needs Analysis Data  
- Developing an 8-Week Conversation Café Plan  
Assignment  
☐ Reading TBD  
Preparation for Conversation Café  
☐ Review Session Plan 3  
☐ Prepare to Model/Introduce Activities |
|---|---|---|---|
| | Embedded Conversation Café Week 2  
(11:00am – 12:30pm) |  
| Week 5 | Friday, February 20<sup>th</sup> | Course Meeting 6  
60 Livingston Ave.  
10am – 1:00pm | Content  
- Team Collaboration and Communication  
- Roles and Responsibility Review  
Preparation for Conversation Café  
☐ Develop Session Plan 1  
☐ Prepare to Model/Introduce Activities  
☐ Email Communication |
| | Embedded Conversation Café Week 3  
(11:00am – 12:30pm) |  
| Week 6 | No Course Meeting  
Week of 2/23 | Service Learning Week 1  
@ Community Partner Site | Preparation for Conversation Café  
☐ Record Data from Needs Assessment in Google Doc  
☐ Develop Session Plan 2  
☐ Prepare to Model/Introduce Activities  
☐ Email Communication |
| Week 7 | No Course Meeting  
Week of 3/2 | Service Learning Week 2  
@ Community Partner Site | Assignments  
☐ Assignment 3: Modeling/Introducing an Activity  
Preparation for Conversation Café  
☐ Analyze Needs Assessment Data and Develop 8-Week Plan  
☐ Develop Session Plan 3 (CBLL Students Contribute an Activity)  
☐ Prepare to Model/Introduce Activities  
☐ Email Communication |
| Week 8 | Course Meeting 7  
60 Livingston Ave.  
10am – 1:00pm  
Service Learning Week 3  
@ Community Partner Site |
|-----|------------------|
| **Content** | • Game Night Planning  
• Modeling/Introducing an Activity  
Feedback & Self Reflection  
**Assignment**  
☐ Reflection Journal 1 (Due March 27th)  
**Preparation for Conversation Café**  
☐ Develop Game Plan  
☐ Email Communication |
| **Spring Break: Week of March 16th** |
| Week 9 | Service Learning Week 4  
@ Community Partner Site  
GAME DAY/NIGHT |
| **Assignment** | ☐ Reflection Journal 1 (Due March 27th)  
**Preparation for Conversation Café**  
☐ Develop Session Plan 5 (CBLL Students Contribute an Activity)  
☐ Email Communication |
| Week 10 | Service Learning Week 5  
@ Community Partner Site |
| **Assignment** | ☐ Assignment 4: Preview/Debrief Assignment  
**Preparation for Conversation Café**  
☐ Develop Session Plan 6 (CBLL Students Contribute an Activity)  
☐ Email Communication |
| Week 11 | Friday, April 10th  
Course Meeting 8  
60 Livingston Ave.  
10am – 1:00pm  
Service Learning Week 6  
@ Community Partner Site |
| **Content** | • Facilitating a Meaningful Preview and Debrief at the Conversation Café  
**Preparation for Conversation Café**  
☐ Develop Session Plan 7 (CBLL Students Contribute at least one Activity)  
☐ Email Communication |
| Week 12 | Service Learning Week 7  
@ Community Partner Site |
| **Preparation for Conversation Café** | ☐ Develop Celebration Plan (CBLL Students Contribute at least one Activity)  
☐ Email Communication |
| Week 13  
Week of 4/20 | Service Learning Week 8  
@ Community Partner Site  
CELEBRATION DAY/NIGHT |
|---|---|
| Week 14  
Week of 4/27 | Course Meeting 9 (Online)  
**Content**  
• Feedback & Self-Reflection  
**Assignment**  
☐ Final Journal Reflection (Due May 8th) |
| Week 15  
Week of 5/4 | Course Meeting 10  
GSE Lecture Hall (Spring Celebration)  
6:30 – 8:00pm |
<table>
<thead>
<tr>
<th>Service-Learning</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8 FINAL CELEBRATIONS</th>
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<tbody>
<tr>
<td>Warm-Up</td>
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<td>• Every week, the intro / warm-up is led by the Team Leaders (TLs). The warm-up “What's New” can include personal news, current events, or questions/topics that community members bring about a feature of NAE.</td>
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<td>• Beginning Week 1, CBLL interns, students and community volunteers are responsible for being prepared to support planned activities.</td>
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<td>• TLs, CBLL interns, students and community volunteers must bring a print-out of the entire session plan with them to their Conversation Café.</td>
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<td>• Every week, TLs must debrief the week’s session and discuss the tentative plan for the following week with CBLL students.</td>
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<td>Activity 1</td>
<td>Weeks 1 – 7</td>
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<td>CBLL students individually refine / develop and may contribute to Activity 1.*</td>
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<td>Activity 1 will be planned by TLs.</td>
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<tr>
<td>Activity 2</td>
<td>Weeks 1 – 3</td>
<td>CBLL students collaborate in their teams to lead and demo Activity 2.</td>
<td>CBLL students will participate in Game Day/Night.</td>
<td>CBLL students collaborate in their teams to lead and demo Activity 2.</td>
<td>CBLL students collaborate in their teams to lead and demo Activity 2.</td>
<td>CBLL students individually refine / develop and are prepared to lead Activity 2.</td>
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<td>Activity 2 is planned by TLs.</td>
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<td>Activity 3</td>
<td>Weeks 1 – 9</td>
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<td>Activity 3, if needed, will be planned by TLs.</td>
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<td>Closure &amp; Good-Bye</td>
<td>Every week, the closing activity is led by the Team Leader (TLs).</td>
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This outline may be modified during the semester as site placements and schedules are finalized.

*At some sites, depending on number of CBLL student placements, individual activities may be implemented Week 8.