



Graduate School of Education

**Rutgers, The State University of New Jersey**  
**15:253:523:F1 Language & Culture**  
**Summer Session II- June 27 to August 17, 2016**

Mary Curran	mary.curran@gse.rutgers.edu
848-932-0790	10 Seminary Place, Room 220
Office Hours: In the summer, hours are by appointment.	Prerequisites or other limitations: 15:253:520:F1
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No, if in Language Ed EdM Program <input checked="" type="checkbox"/> Yes, for non-Language Ed Students Directions about where to get permission numbers: mary.curran@gse.rutgers.edu

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**

This course is designed to foster intercultural awareness and prepare future teachers with the intercultural competence to teach language(s), culture(s), global competence and promote equity and social justice in educational practices. As a class we will work to answer the following questions: What is the relationship between language and culture? How can we foster intercultural and global competence? How can we teach for the success of students from different linguistic and cultural backgrounds? In what ways can language teachers serve as advocates for the affirmation of linguistic and cultural diversity and human rights? This course will introduce possible ways to answer these questions by drawing upon knowledge gained through critical reflection on personal experience and course readings, discussions, and activities. We will discuss the language

teacher's unique role in the struggle to educate students from diverse language and cultural backgrounds in today's global society.

## **Course Goals and Expectations**

During this course, we will focus on constructing knowledge related to the following New Jersey Professional Teaching Standards:

### **New Jersey Professional Teaching Standard 2**

#### ***Learning Differences***

- *Understanding practice of culturally responsive teaching;*
- *Need to adapt instruction to accommodate special learning needs*
- *Providing inclusive learning environments that enable each learner to meet high standards;*
- *Understanding individual differences in broader context, including attention to a learner's personal, family, and community experiences and cultural norms*

### **New Jersey Professional Teaching Standard 3**

#### ***Learning Environments***

- *Creation of a supportive, safe, and respectful learning environment;*
- *Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions*
- *Collaboration with learners, families, and colleagues;*
- *Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment;*
- *Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues*

### **New Jersey Professional Teaching Standard 4 and 5**

#### ***Content Knowledge and Application of Content Deep content knowledge of discipline(s)***

- *Creating learning experiences to make content accessible and meaningful for students*

### **New Jersey Professional Teaching Standard 6**

#### ***Assessment***

- *Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students*
- *Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs*
- *Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs*

### **New Jersey Professional Teaching Standard 7**

### ***Planning for Instruction and Instructional Strategies***

*Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs*

- *Collaborative planning among teachers and with learners to support design of relevant learning experiences*

### ***New Jersey Professional Teaching Standard 9***

***Professional Learning Need for teachers to participate as active members of a professional learning community engaging in a variety of learning opportunities***

- *Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities*
- *Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection*

### ***New Jersey Professional Teaching Standard 10***

***Leadership and Collaboration***

*Need for teachers to build relationships with parents, guardians, families, and agencies to support students' learning and well-being*

- *Collaboration with other school professionals to plan and facilitate learning;*
- *Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts*

### ***New Jersey Professional Teaching Standard 11***

***Ethical Practice Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success***

- *Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior*
- *Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment.*

We also will focus on the Council for the Accreditation of Teacher Educator Preparation Standard 1: Content and Pedagogical Knowledge

*Candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*

<b>Required Course Texts</b>
----------------------------------

#### **Required Texts:**

(1) Nieto, S. and Bode, P. (2012) *Affirming Diversity: The sociopolitical Context of Multicultural Education, Sixth Edition*. NY: Pearson.

## (2) Choice Books

The following books have been chosen to introduce us to experiences crossing linguistic and/or cultural borders via fiction. Select and read one of the following fiction books. Browse the books online to consider which one interests you. Please choose a book you have not read before, and I would like to encourage you to choose a book with a focus you are not familiar with, as these books have been chosen to introduce us to new experiences.

You can find or order these books at local bookstores, check them out at your local library, or you can order online.

I am limiting the groups to four (4) people per choice book. Choose your book by July 5<sup>th</sup>, and indicate which book you are reading at [<https://goo.gl/AcMGSP>]. You may want to do this *as soon as possible* so that it is more likely you will get your first choice. However, if you do not get to join a group that is your first choice, know that all of these books are excellent and will provide much to think about.

Adiche, Chimamanda Ngozi. *Americanah*. NY: Anchor.

Aslam, Nadeem. *Map for Lost Lovers*. NY: Vintage.

Desai, Kiran. *The Inheritance of Loss*. NY: Grove Press.

Diaz, Junot. *The Brief Wondrous Life of Oscar Wao*. NY: Riverhead Books.

Henríquez, Christina. *The Book of Unknown Americans*. NY: Vintage.

Marciano, Francesca. *The End of Manners*. NY: Random House.

Shamsie, Kamila. *Burnt Shadows*, NY: Picador.

*Additional readings are listed on the syllabus and will be made available online. Additional suggested readings may be added as necessary.*

### Course Member Contributions

#### 1. Online Participation (50%)

Active participation includes reading assigned texts, preparing and submitting assignments that demonstrate having read course materials, participating in discussions, providing feedback and corresponding with your peers through online, threaded discussions. Participation is a key component for this class; your *online* presence is necessary. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. **Incomplete submissions and/or tardiness will affect your grade.** To not have an incomplete submission and/or tardiness drop your grade (for

example, an A will drop to a B+, a B+ will drop to a B, etc...), you must notify me in advance and make arrangements to make up and submit the missed work.

**2. Language and Culture Portfolio (50%)**

**Milestone Assignment #1: Linguistic Landscape (10%)**

We will become familiar with the linguistic landscape in our communities. Using **an online template/format**, create a presentation to introduce your classmates to the linguistic make-up of your community. Post this presentation by July 12<sup>th</sup>. View at least seven of your classmates’ presentations and submit a four-page reflection due July 15<sup>th</sup>. Ideally your focus should be the local community where you teach, or the community where you live.

**Milestone Assignment #2: On-line discussion of free choice reading (10%).**

We will choose a fiction book to read in order to investigate multiple identities, perspectives and experiences of crossing linguistic and cultural borders. Book choice is due July 5<sup>th</sup>. Postings in regard to questions are due July 26<sup>th</sup>. The Response Paper to Choice Book reading is due August 2<sup>nd</sup>.

**Milestone Assignment #3: Language and Culture Lesson Plan (15%).**

Lesson plans due on Sunday, August 9th by midnight. Read and respond to three peers’ lesson plans by Tuesday, August 11th.

**Milestone Assignment #4: Danielson Presentation (15%).**

Your presentation will be a reflection of our work together this summer. We will use the Danielson framework as a lens to reflect upon your learning. Consider how our course readings, activities, and discussions assisted you to better understand your multiple identities and the way they may influence your language and culture teaching. Consider the identities of your (future) students and discuss the importance of knowing *who you are* and *who your students are* as we teach language and culture from a social justice perspective for the success of all our students. Include a discussion of how you conceive your role as a language educator for social justice in the local and global context. In the presentation, include reflections on how your work during this course may influence your future teaching and teaching philosophy. Presentations are due on **Sunday, August 14th** by midnight, reactions to peers’ presentations (pick three) are due on Tuesday, August 16th.

**Synchronous meeting on Wednesday, August 17th (last day of class).**

Summer Session II (June 27th-August 17th)	Milestone Course Contributions [There are multiple additional assignments.]
Week 1 Tuesday, June 28th- Tuesday, July 5th	Introduction to Course and Each Other Choose Choice Book
Week 2 Tuesday, July 5th- Tuesday, July 12th	

Week 3 Tuesday, July 12th- Tuesday, July 19th	Linguistic Landscape Due
Week 4 Tuesday, July 19th- Tuesday, July 26th	Begin “What’s Going on in the World?” Postings
Week 5 Tuesday, July 26th-Tuesday, August 2nd	Choice Discussion and Reflection Paper Due
Week 6 Tuesday, August 2nd- Tuesday, August 9th	Lesson Plan Due
Week 7 Tuesday, August 9th-Tuesday, August 16th  Last day: <b>Wednesday, August 17th</b> (*Synchronous meeting)	Danielson Presentation Due

More detailed descriptions, rubrics and expectations for the contributions will be given to you during the course of the semester.

### Grading Scale

- 95-100 A
- 90-94 B+
- 85-90 B
- 1. C+
- 75-79 C
- 70-74 D (for undergraduate students)

**Academic Integrity Policy:** Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

### Course Grading

The following rubric will be used when evaluating student work in this course. See the link for online participation guides for **a further detailed rubric** pertaining to the posts that you will make to the threaded discussions that will take place throughout the summer. These posts will be graded on a different point scale than the milestone assignments, and they will be factored into students’ online participation grade.

### Student Contributions Rubric

	<b>Meets Expectations</b>	<b>Does not meet Expectations</b>
<b>Work pertaining to course assignments is submitted or conducted</b>	Assignment is completed on time.	Assignment is completed after deadline.

<b>in a timely manner.</b>		
<b>Assignment guidelines are followed.</b>	Assignment follows the specified guidelines.	Assignment does not follow guidelines and/or is incomplete.
<b>Work pertaining to course assignments is thorough, thoughtful and supported with connections to course materials.</b>	Assignment is completed in a comprehensive manner. It demonstrates application of the course topics and is supported by course materials.	Assignment makes few connections to the course material, is not comprehensive, and/or is missing concepts relevant to the topic under study.
<b>Work pertaining to course assignments discusses critical aspects of the topic and is presented in a formal, academic manner.</b>	Assignment reflects appropriate use of language, sources, and makes an original contribution demonstrating the students' understanding of the topic.	Assignment is presented in an anecdotal and/or informal manner, uses sources appropriately, and/or does not demonstrate students' original ideas on the topic.

<b>Course Schedule</b>
------------------------

Ecollege: \_\_\_\_\_

**COURSE SYLLABUS\***

(\*Syllabus is subject to change as the session progresses.)

<b>Week, Topic, and Overarching Question(s)</b>	<b>Required Weekly Preparation Readings and Videos</b>	<b>Required Contributions Activities/Assignments</b>
<b>UNIT ONE: INTRODUCTION TO COURSE, EACH OTHER, CONCEPTS, &amp; POLICIES</b>		
<b>Week 1 (June 28 – July 5)</b>  <b>Topic(s):</b> Setting the Stage to Teach for Equity	<b>Required Print Reading:</b> Nieto and Bode (2012) Chapter 1, Understanding the Sociopolitical Context of Schooling Chapter 2, Defining Multicultural Education for School Reform	<b>Required Assignment 1:</b> As we work to create a community of practice focused on the teaching of language and culture for equity, we will begin by introducing ourselves to each other. I would like you to introduce yourself by sharing an item that represents you and your cultural identities to the class.
<b>Overarching Questions:</b>	<b>Required Online Watching:</b> School: The Story of	A) Read my brief introduction as an example. Be creative in your

<p>Why and how can we define multicultural education in a sociopolitical context?</p> <p>What is the history of the fight for equity in U.S. schools?</p>	<p>American Public Education. Episode 3, A Struggle for Educational Equality 1950-1980.</p> <p>(Video duration: 55 minutes, 7 seconds)</p> <p><a href="http://www.njvid.net/show.php?pid=njcore:17050">http://www.njvid.net/show.php?pid=njcore:17050</a></p> <p>[To view this video, you must log-in via your Rutgers ID.]</p>	<p>introduction, including the following information in your introduction:</p> <ul style="list-style-type: none"> <li>i) what item have you chosen;</li> <li>ii) why is this item important for you and what does it reveal about your cultural identities.</li> </ul> <p>B) Post your brief introduction into the <b>threaded discussion</b>. Please read through your classmates' introductions to get to know the classmates you will be working with this semester. Feel free to comment on each other's introductions if you would like.</p> <p>C) Complete the survey questions located in the course <b>Google Doc: (<a href="https://goo.gl/2ZOhyY">https://goo.gl/2ZOhyY</a>)</b></p> <p><b>Required Assignment 2:</b> Read the two chapters and watch the video, "School: The Story of American Public Education, Episode 3." The video tells the story of the fight for educational equity through the 80s in the U.S.</p> <p>Take notes while you watch the video and post your notes <b>into your drop box</b> and comments regarding your reaction to the video.</p> <p>Consider these three questions in your response:</p> <ul style="list-style-type: none"> <li>i) Did anything in the video surprise you?</li> <li>ii) What battles for equity are we still fighting in schools?</li> <li>iii) What do you think is the unique role of language teachers in our desire to teach for the academic success of all students?</li> </ul> <p><b>Required Assignment 3:</b> Get acquainted with the syllabus and the four milestone assignments. You will want to begin preparing for some</p>
---	---	---

		<p>upcoming assignments now (for example, the “Linguistic Landscape”, “What’s Going on in the World?” and “Choice Book” assignments). Browse online to explore the choice book options. Select a book, and purchase it or check it out from the library so you can begin reading it as soon as possible. Fill out the <b>Google doc</b> <a href="https://goo.gl/AcMGSP">https://goo.gl/AcMGSP</a> indicating your book choice by July 5<sup>th</sup>.</p>
--	--	---

<b>Week, Topic, and Overarching Question(s)</b>	<b>Required Preparation Readings and Videos</b>	<b>Required Contributions Activities/Assignments</b>
<b>UNIT TWO: TEACHING LANGUAGE AND CULTURE FOR ADVOCACY</b>		
<p><b>Week 2 (July 5 – July 12)</b></p> <p><b>Topic:</b> Teaching Language and Culture for Advocacy</p> <p><b>Overarching Questions:</b> What is the relationship between culture, identity and learning?</p>	<p><b>Required Print Reading:</b></p> <p>Nieto and Bode (2012) Chapter 5, Culture, Identity and Learning Chapter 6, Linguistic Diversity in U.S. Classrooms</p> <p><b>Required On-line Reading:</b> Omaggio-Hadley Chapter Eight, Teaching for Cultural Understanding</p> <p><b>Required Online Watching:</b> View “A Cajun Folktale and Zydeco,” one of the Annenberg Learner videos in the Teaching Foreign Languages K-12: A Library of Practice. You will need to register to use the free site. This video is at link number 12 in the library and can be found here: <a href="https://www.learner.org/resources/series185.html#">https://www.learner.org/resources/series185.html#</a></p>	<p><b>Required Assignment 1:</b></p> <p>A) Read the required texts and post your responses in your drop box to the following questions. Link your responses to specific support from the reading.</p> <p>i) What does it mean when we say “Equal is not the same”? To help you consider this question, think about some of the students you know, or the students in the chapters’ case studies.</p> <p>ii) How can we as teachers help support our students’ abilities to maintain their family cultures and languages?</p> <p>iii) Why do you think Nieto and Bode are spending time in each chapter to talk about “terminology”? What struggles have you had with choosing the terminology you want to use when talking about groups of people? Why are these decisions important?</p> <p><b>Required Assignment 2:</b></p> <p>A) Watch the video, “A Cajun Folktale and Zydeco.” <b>Answer the following questions in your drop box.</b></p> <p>i) In what ways does the instructor, Paris</p>

	(Video duration: 27 minutes, 35 seconds)	<p>Granville, use some of the suggested practices reported in the Omaggio-Hadley chapter for the teaching of language and culture?</p> <p>ii) How might the lesson be improved so that students take away a more nuanced and less stereotypical understanding of Cajun culture?</p> <p>iii) Describe a follow up lesson that could be created would add a focus on affirming multilingualism and multiculturalism.</p> <p>iv) How do you remember learning about new cultures in your own experiences with language instruction, and what experiences were most effective?</p> <p><b>Required Assignment 3:</b></p> <p>A) Choose one of the case studies from chapters 5 or 6 in Nieto and Bode.</p> <p>B) Put answers to the questions you will find in the book posed at the end of that case study in your drop box.</p>
--	--	---

<b>Week, Topic, and Overarching Question(s)</b>	<b>Required Preparation Readings and Videos</b>	<b>Required Contributions Activities/Assignments</b>
<b>UNIT THREE: TEACHING LANGUAGE AND CULTURE FOR GLOBAL COMPETENCE</b>		
<p><b>Week 3 (July 12 – July 19)</b></p> <p><b>Topic:</b> Teaching Language and Culture for Global Competence</p> <p><b>Overarching</b></p>	<p><b>Required Online Reading:</b></p> <p>Boix-Mansilla and Jackson (2011) Educating for Global Competence: Preparing Our Youth to Engage the World <a href="https://asiasociety.org/files/boox-k-globalcompetence.pdf">https://asiasociety.org/files/boox-k-globalcompetence.pdf</a></p> <p>United Nation’s Sustainable Development Knowledge</p>	<p><b>Required Assignment 1:</b></p> <p>Read Boix-Mansilla and Jackson’s “Educating for Global Competence.” Browse the United Nation’s website on the Sustainable Development Goals, and read the two sample resources for teaching about SDGs. Answer the following questions:</p> <p>i) How and why should we be fostering global competence in the ESL, bilingual and/or WL classrooms?</p>

<p><b>Questions:</b>  What is global competence?  How can we foster global competence while teaching language and culture?</p>	<p>Platform  <a href="https://sustainabledevelopment.un.org/sdgs">https://sustainabledevelopment.un.org/sdgs</a></p> <p>Resources for teaching about SDSs:  <a href="http://populationeducation.org/content/education-all-lessons-teach-sdg-4-and-sdg-5">http://populationeducation.org/content/education-all-lessons-teach-sdg-4-and-sdg-5</a></p> <p><a href="https://www.worldof7billion.org/wp-content/uploads/2014/08/lessons-for-life.pdf">https://www.worldof7billion.org/wp-content/uploads/2014/08/lessons-for-life.pdf</a></p> <p>What is Culture? Compiled by Heather Spencer-Oatly  <a href="https://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf">[https://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf]</a></p> <p>Exploring the Identity Between Language, Culture and Identity by Lee Su Kim  <a href="http://journalarticle.ukm.my/731/1/GemaVol3.1.2003No3.pdf">http://journalarticle.ukm.my/731/1/GemaVol3.1.2003No3.pdf</a></p> <p><b>Required Online Gaming:</b>  <a href="http://freerice.com/category">http://freerice.com/category</a></p>	<p>ii) In what way are the SDGs a useful tool as we teach for global competence?</p> <p>iii) Use the rubric for WL (page 108) or English Language Arts/ESL (page 104) and consider how you could adapt the “Lessons for Life” lesson focused on education for girls posted at the Population Education websites for your students. How could a lesson like this foster your students’ global competence while they are learning target language forms and functions?</p> <p><b>Required Assignment 2:</b>  Read “What is Culture?” and “Exploring the Identity Between Language, Culture and Identity.” Post what you see on Friday, July 15th as three important components of culture, trying not to duplicate what your classmates have posted.</p> <p><b>Required Assignment 3:</b>  Enter the “Free Rice” website and explore it. Then, go into the Geography category and play the “Identify Countries on the Map” game for at least five minutes. Then answer these questions and <b>post to your drop box:</b></p> <p>i) Why was this site created?</p> <p>ii) How does this site relate to the concept of global competence?</p> <p>iii) What did you learn about your knowledge of countries around the world? How might knowing more about the countries (and their histories, current issues, and locations) impact your future teaching?</p>
--	--	---

		<p>iv) How might you use a site like this in your future teaching of languages and culture?</p> <p>v) Find an additional site that you think might be helpful to teach for global competence in the language classroom. Post the link and explain why and how you have or will use the site.</p>
--	--	--

**Milestone Assignment One:**

Post a slideshow of the “linguistic landscape” of your town by July 12th. Find a way to represent the linguistic diversity of your community in 5-10 slides. Use voice thread to talk us through what we are seeing. By July 18th, view at least 7 of your classmates’ posts and post a three-page reflection on what you learn. What have you learned about linguistic diversity in New Jersey? Respond to why and how an awareness of our linguistic diversity may and should influence your future teaching. How *can* you and why *should* you use the information about your community’s linguistic diversity in your teaching.

Week, Topic, and Overarching Question(s)	Required Preparation Readings and Videos	Required Contributions Activities/Assignments
<b>UNIT FOUR: INSTITUTIONAL DISCRIMINATION AND PRIVILEGE</b>		
<p><b>Week 4 (July 19 – July 26)</b></p> <p><b>Topic: Institutional Discrimination and Privilege</b></p> <p><b>Overarching Questions: What’s going on in</b></p>	<p><b>Required Print Reading:</b></p> <p>Nieto and Bode (2011): Chapter 3, Racism, Discrimination, and Expectations of Students’ Achievements Chapter 4, Structural and Organizational Issues in Classrooms and Schools</p> <p><b>Required Online Reading:</b> McIntosh article</p>	<p><b>Required Assignment 1:</b></p> <p>As we work to expand our global competence, we will create a class wiki, “What’s Going on in the World?” Post a paragraph describing a current event or issue from outside the U.S. Include link(s) where your classmates can find more information on the topic.</p> <p><b>Required Assignment 2:</b></p> <p>Read the required chapters and watch the video. Write a two-page response to the video and why it is so important to allow multiple stories. Make links to</p>

<p><b>the world?</b>  <b>What is institutional discrimination?</b></p>	<p>Required Online Video:  Chimamanda Ngozi Adichie:  The Danger of a Single Story</p> <p><a href="https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</a></p>	<p>your readings in the course up until this point in your response.</p> <p><b>Required Assignment 3:</b></p> <p>A) Choose one of the case studies from chapters 3 or 4 in Nieto and Bode.</p> <p>B) Post answers to the questions you will find in the book posed at the end of that case study.</p> <p><b>Required Assignment 4:</b>  Listen carefully to the discourse about race and multiculturalism around you. Post your responses to these questions, read five peers responses, and <b>post a summary in reaction.</b></p> <p>i) What are some examples in our public discourse of the concepts (especially institutional discrimination) from our readings by Nieto and Bode and McIntosh?</p> <p>ii) What are your privileges? Create and post a list of your unearned privileges.</p> <p>iii) How might your unearned privileges, if unexamined, influence your language and culture teaching?</p>
--	---	--

<b>Week, Topic, and Overarching Question(s)</b>	<b>Required Preparation Readings and Videos</b>	<b>Required Contributions Activities/Assignments</b>
<b>UNIT FIVE: CROSSING LINGUISTIC AND CULTURAL BORDERS</b>		
<p><b>Week 5 (July 26 – August 2)</b></p> <p>Topic: Experiences of Crossing</p>	<p><b>Required Print Reading:</b></p> <p>Nieto and Bode (2011)  Chapter 8,  Learning from Students</p> <p>Your “Choice Book”</p>	<p><b>Required Assignment 1:</b>  As we work to expand our global competence, we will create a class wiki, “What’s Going on in the World?” Post a paragraph describing a current event or issue from outside the U.S. Include link(s) where your classmates can find</p>

<p>Linguistic and Cultural Borders</p> <p>Overarching Questions: How can we support students to become globally competent and cross linguistic and cultural borders?</p>	<p>Required Online Reading: Teach Yourself Italian by Jumpha Lahiri <a href="http://www.newyorker.com/magazine/2015/12/07/teach-yourself-italian">http://www.newyorker.com/magazine/2015/12/07/teach-yourself-italian</a></p>	<p>more information on the topic. <b>Important: this week's post should come from a non-US news source.</b> Comment if the non-US source shares a new perspective on this topic.</p> <p>Enter a forum for <b>a threaded discussion</b> with your classmates who read the same choice book as you. Individually, answer the following questions by July 26th. Read at the postings of your group members. Then submit your reflection paper by August 2.</p> <p>Post ideas and discuss with partners here. In this forum, share your thoughts about [book options: <i>The Brief Wondrous Life of Oscar Wao</i>; <i>Americanah</i>; <i>Burnt Shadows</i>; <i>The Book of Unknown Americans</i>; <i>The End of Manners</i>; <i>The Inheritance of Loss</i>; <i>Map of Lost Lovers</i>. Please post answers to these questions by July 26th:</p> <ol style="list-style-type: none"> <li>1) Describe the general plot, conflict and theme in this novel.</li> <li>2) How do the ideas in this novel link to issues related to globalization, global competence, and/or global citizenship?</li> <li>3) How did the characters cross linguistic and cultural borders? How does this book help you understand the experiences of your students and their families?</li> <li>4) In what ways does this novel push your understanding of the meaning of culture and language, and the relationship between the two?</li> <li>5) After reading this book, what are some of the possible implications for your teaching?</li> </ol>
--	---	--

**MILESTONE ASSIGNMENT TWO: Write a reading response to your choice reading. In your reaction, draw upon support from our class readings to date (you should have at least five citations that link the reader to scholarship). The response should be at least four pages due on August 2<sup>nd</sup>.  
DUE: August 2<sup>nd</sup>.**

Week, Topic, and Overarching	Required Preparation Readings and Videos	Required Contributions Activities/Assignments
------------------------------	--	---

<b>Question(s)</b>	<b>UNIT SIX: CREATING A</b>	
<b>Week 6</b> <b>(August 2 – August 9)</b>  <b>Topic:</b>	<b>Required Print Reading:</b>  Nieto and Bode (2011) Chapter 7, Understanding Student Learning and School Achievement, Chapter 10 Adapting Curriculum for Multicultural Classrooms  Sample Unit Plan, “Global New Jersey”	<b>Required Assignment 1:</b>  A) Choose two of the case studies from chapters 3, 4 or 7 in Nieto and Bode.  B) Put answers to the questions you will find in the book posed at the end of that case study in your drop box. Link your answers to specific citations in the reading.  <b>Required Assignment 2:</b> Add to our class wiki, “What’s Going on in the World?” Post a paragraph describing a current event or issue from outside the U.S. Include link(s) where your classmates can find more information on the topic.

**MILESTONE ASSIGNMENT THREE:**  
**Imagine you teach a thematic unit titled, “Global [YOUR CITY]”. Create a scripted lesson plan for one of the lessons in which, while focusing on target culture and language forms and functions, you work to support your students as they develop global competence. Use the template given and be as specific as possible so that any other teacher could use your template as a “recipe” to follow.**

**Use tools related to the Sustainable Development Goals as a resource in your lesson. Upload your lesson plan to your dropbox.**

**Due: August 9th**

<b>Week, Topic, and Overarching Question(s)</b>	<b>Required Preparation Readings and Videos</b>	<b>Required Contributions Activities/Assignments</b>
<b>UNIT SEVEN: OUR PROFESSIONAL RESPONSIBILITIES AS LANGUAGE EDUCATORS</b>		
<b>Week 4</b> <b>(August 9 – August 17)</b>  <b>Topic:</b>	<b>Required Print Reading:</b>  Nieto and Bode (2011) Chapter 10, Affirming Diversity:	<b>Required assignment:</b>  This week your required assignment is Milestone Assignment Four.

<p><b>Our Professional Responsibilities as Educators</b></p> <p><b>Overarching Question:</b>  <b>How can we continue to learn to teach language and culture for equity?</b></p>	<p>Implications for Teachers, Schools, Families, and Communities</p> <p>The Danielson Framework For Teaching</p> <p><a href="https://www.danielsongroup.org/framework/">https://www.danielsongroup.org/framework/</a></p>	
---	---	--

**MILESTONE ASSIGNMENT FOUR: Upload a presentation using **Voice Thread**. In this presentation, use the Danielson Framework as a lens. Divide your presentation into the four domains, choose two components from each domain to link to something we read, discussed, wrote or experienced during this course.**

**At the end of your presentation, consider your on-going professional development and discuss at least three specific follow-up plans so you can continue your learning about teaching language(s), culture(s), and global competence from a social justice framework.**

**Listen to five (or more) of your peers' presentations, and write a brief one-page summary. Post to your dropbox.**

**Due: August 15th**