SYLLABUS COVER SHEET

1. Course number, name and credit hours

   EDU/MLS 428 Cultural Awareness/Sensitivity for ESL/ELL Program Specialists

2. Professor(s) name(s)

   Dr. Theresa Stahler

3. Method(s) of teaching

   Lecture/Discussion
   Cooperative Learning
   Role Play
   Resource Persons

4. Course requirements

   Research and writing
   Case Studies
   Group Projects

5. Assessment

   Assessment of each teacher candidate’s level of accomplishment with reference to
   the course objectives will be based upon a subset of the following:

   Discussion of assigned readings
   Active participation in class and in discussions
   Attend an event listed in the Cultural Event calendar and present an
   oral testimonial about the event in class
   Visit a web site devoted to issues of diversity (i.e.: tolerance.org), and report the
   findings
   Develop, conduct, write, role-play and present a case study of a person
   from an underrepresented culture
   Collaborate within a cooperative learning group to conduct an in-depth
   study of an ethnic group and to share the most pertinent findings with
   the class through written and oral group presentation (group project)
   Midterm examination
   Final examination

6. Attendance/Participation (Optional)

   Attendance is taken at all classes.

7. Textbook, required readings

   teachers. (4th ed.)
   Boston: Allyn and Bacon.
DEPARTMENT OF SECONDARY EDUCATION
DEPARTMENT OF MODERN LANGUAGE STUDIES

COURSE TITLE: EDU/MLS 433 Cultural Awareness/Sensitivity for ESL/ELL Program Specialists

Course Description

This course is designed to prepare English as a Second Language (ESL) program specialists to facilitate the integration of English Language Learners (ELLs) and their families into the host school and community. As well, the course facilitates school staff members’ understanding of multicultural and multi-language learners’ needs and support strategies so as to maximize the educational experience. Participants in this course will undertake a comparative approach to similarities and differences between the U.S. culture and other cultures with the goal of developing cultural understanding and sensitivity of ELL/ESL students and families living in the U.S. culture. 3.s.h. 3 c.h.

Course Rationale

Understanding the multi-cultural/multi-ethnic make-up of the United States is essential for excellent communication, integration of ESL/ELL students and families into the American fabric, as an aid to their adaptation to the dominant culture and as a means for native English speakers to understand the multiple minority cultures in the U.S. This course, required by the State of Pennsylvania for all teachers seeking the certificate as an ESL/ELL Program Specialist, will enhance the teacher’s effectiveness in the multicultural education environment.

Course Objectives

Certified Program Specialists will:

1. demonstrate a knowledge of behaviors, beliefs and attitudes of multi-cultural and multi-lingual learners and families.

2. demonstrate knowledge of current methods and techniques in teaching of ESL in working with culturally and linguistically diverse students.

3. demonstrate an understanding of how to facilitate collaboration between faculty and other staff and families, ESL/ELL students and families.

4. demonstrate an ability to promote cultural awareness and sensitivity toward cultures other than American and languages other than English.

5. demonstrate a comparative knowledge of U.S./non-U.S. cultures in the areas of society, business, languages and education.
6. demonstrate knowledge of ELL language and support services in terms of assessment, school services, instructional evaluation techniques and development of IEPs and ADA related adaptations.

7. ability to promote parental/family involvement in educational programs of children.

Course Outline

I. Historical perspectives
   A. Studying other cultures
   B. Migrant education

II. Philosophical issues in multicultural understanding
   A. Defining culture
   B. Teaching culture
   C. Comparing culture

III. ESL Education: Goals & Practices
   A. Bilingualism vs. immersion
   B. Cross-culture competency
   C. Goals of cultural awareness/sensitivity

IV. Concepts of ESL cultural programming
   A. Programs & practices
   B. Ethnicity, multiculturalism in the U.S.

V. Strategies for integrating culture into ESL programs
   A. Goals for cultural understanding
   B. Models for teaching comparative cultural understanding
   C. Assessment

VI. Implications for cultural awareness/sensitivity in U.S. today
   A. Comparative cultural awareness
   B. Ethnic identity and multiculturalism

VII. Integrating the family and school
   A. Goals, practices and objectives
   B. Models for inclusion
   C. Applications for program development

VIII. Curriculum guidelines for cultural understanding
   A. Teacher as facilitator
   B. Changing teacher attitudes and behaviors

IX. Involving family and community in the cultural awareness training

X. Problems associated with cultural awareness training
   A. Attitudes
   B. Beliefs
   C. Social issues

XI. Assessment and evaluation for ESL Program Specialists
INSTRUCTIONAL RESOURCES


