Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

College: Arts and Humanities [x] Undergraduate
Department: English [x] Graduate
Program: MA English: TESL Option/Und. Ling. Minor
Type of Change: COURSE PROPOSALS
Proposal #: 137
Effective Date of Change: 05-06
Academic Year
(For Office Use Only)

Course Designator
Number
Credit
ENG 485/585 4
ENG 485/585 3

Inclusive a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Rationale or Justification for change:
The current ENG 485/585 includes a unit about ESL and Bilingual program types as well as state and federal legislation that affects ESL programs in K-12. This content is being consolidated with other licensure material in a new course in Modern Languages. The result would drop course material from 4 to 3 credits. The remaining material in 485/485 does not change. See concurrent Modern Languages proposals.

***For General Education or Cultural Diversity Courses Only***

General Education Course:

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<th>GE Category #</th>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attatch paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

Cultural Diversity Course:

(Please check one.)

- [ ] Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- [ ] Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

***For New Courses***

(Check all that apply:)

- [ ] Lecture
- [ ] Grade
- [ ] P/N

Course will be offered:

- [ ] Fall Semester
- [ ] Spring Semester
- [ ] Summer Session

- [ ] Course is an elective.
- [ ] Course is required for program
- [ ] Pre- or Co-requisites: 

Other courses are being changed or eliminated. (Explain.)

- [ ] Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
**For Program Proposals**

Attach paper copies of the following:

- Student learning outcomes for the program.
- Minutes from department and college curriculum meetings in which action was taken on this proposal.
- Program Assessment Plan. Forms are available on the Academic Affairs Web site:
  
  [http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc](http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc)

- List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- A list of resources required to offer and support this program.
- A description of how offering this program will affect department staffing.
- A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits.

**For Programs Requiring MnSCU Approval**

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:


1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   
   - Change in program name.
   
   - Change in program CIP #.
   
   - Change in TOTAL program credits.
   
   - Change in degree award. For example, changing a B.A. to B.S.
   
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution’s official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
**Signature Page**

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3 Revised September 2002
How does this change impact English Programs?
  • This course is an elective in the MA TESL and an option in a list of courses for
    the Linguistics Minor.

How does the change impact other courses?
  • Some content from ENG 485/585 will become part of MODL473/573 (new
    course).
  • A new Modern Language course (MODL473/573) will be added to licensure
    program.

See attached letters from Modern Languages and the College of Education.
Nancy,

I am aware that the English Department in collaboration with the TESL program, which is a collaborative program with Modern Languages, is in the process of submitting a change of credits for the English 485/585 course which has implications for our ESL minor and licensure program in Modern Languages. I am also aware that this change in credits for the course will apply to the program redesign for ESL licensure minor which is in our department. The reduction of 1 credit in this course will not affect the overall credits for ESL licensure since you are making the 1 credit practicum an elective and are also submitting a course proposal for a 2 credit course MODL 4xx/5xx (Policies and Programs) that will keep the overall credits for the licensure program the same. I also understand the practicum experience (MODL472 and MODL672) will be absorbed into the MODL 470/570 and MODL471/571 sequence. I understand that the changes you are making within the licensure program will also affect the MAT ESL degree in Education and recommend you get a memo from them.

If I understand this correctly, you are adding one 2 credit course to MODL that will be taught by you (N. Drescher) in addition to your other 2 courses in MODL. The reason you are adding it to MODL is that it is a licensure course. I would expect John Banschbach, Chair, English Department, to concur with this staffing arrangement. I will talk to Pat about her course load for next year depending on the outcome of these proposals.

I appreciate the collaborative work that you and Pat Peterson have done on this program and I am confident that you are making the necessary changes to strengthen and streamline the program.

Kimberly E. Contag
Professor of Spanish and Chair
Department of Modern Languages
Armstrong Hall 227
Minnesota State University
Mankato, MN 56001
Tel. 507-389-2116
To: Academic Affairs

Topic: ESL Curriculum Proposal

From: Patricia Hoffman, Chair  
Scott Page, Graduate Coordinator  
Educational Studies K-12 and Secondary Programs

Date: November 2, 2005

I am aware that the English Department in collaboration with the TESL program, which is a collaborative program with Modern Languages, is in the process of submitting a change of credits for the English 485/585 course which has implications for our ESL minor and licensure program in Modern Languages. I am also aware that this change in credits for the course will apply to the program redesign for ESL licensure and the MAT ESL degree in Education.

The TESL program has proposed the following changes to its curriculum:

- The elimination of MODL 472/572 (1 credit) as a licensure requirement
- A change in credits for ENG 485/585 (from 4 credits to 3 credits);
- The creation of a new course, MODL 4xx/5xx (2 credits).

The title of the new course is Policies and Programs, its topic standards and laws, both state and federal, and complying with them.

These courses are part of the TESL minor, the TESL licensure minor, TESL MA and the MAT ESL. These programs serve different populations: student who want and desire a teaching license in order to teach in a public school and students who do not want a teaching license but wish to teach overseas or in community programs for adults or work in business. The proposed changes constitute a rearrangement of curriculum so that candidates in each program are better served and their needs specifically addressed.

The changes have the approval of both departments directly involved in these programs. The changes will make no change in the number of credits within each program, nor will they present any difficulty for the student seeking licensure through the Master in Arts in Teaching (MAT). Therefore we support the changes stated above.
To: Academic Affairs

From: John Banschbach, Chair

Subject: English and Modern Languages Curriculum Proposals

Date: November 3, 2005

The English and Modern Languages departments have proposed the following curricular changes:

1. the removal of MODL 472/672 (1 credit) as a requirement for licensure;

2. a change in credits for ENG 485/585 (from 4 credits to 3 credits);

3. the creation of a new course, MODL 473/573 (2 credits).
   The title of the new course is policies and programs; its topic is standards and laws, both state and federal, and complying with them.

These courses are part of five programs, the graduate certificate in TESL (English), the linguistics minor (English), the ESL licensure minor (Modern Languages), the M.A. in TESL (English), and the MAT in ESL (Education). These programs serve different populations: students who want a teaching license so that they can teach in public schools, and students who do not want a teaching license but wish to teach overseas or to teach in the U.S. in post-secondary institutions, adult literacy programs, and business contexts. The proposed changes will permit the different programs to address more specifically the needs of their students.

These changes have the approval of both departments involved in these programs, English and Modern Languages. Concerning the programs that are within the English department, the changes impact electives only. Also, the course changes will make no change in the number of credits each program requires, nor will they present any difficulty in staffing and scheduling.
English Department Meeting Notes
9 a.m., November 2, 2005, AH202


I. Minutes for the meetings of September 28, 2005 were moved, seconded and approved.

II. Department Constitution and Mission Statement wording was discussed, and then postponed until the next meeting.

III. Committee Reports:

A. Assessment & Program Review (Drescher): no report

B. Curriculum (Casella): Three proposals:
   1. Title change, from M.A. General Studies to M.A. English Studies. Approved.
   2. English Education new course titled World Lit for Children & Young Adults, variable credits (1-4). Approved.
   3. TESL curriculum proposal discussed. Drescher will send more details out regarding proposal. Motion approved to vote on proposal by email. Approved by e-mail 11/03/2005

C. Departmental, Student and Community Relations (Black): EDN is out electronically linked through department website. Hard copies available from Black. Holiday party is set for Friday, December 9th at Black’s home; more details later. Recommends that we examine current student work for nominees for English Department spring awards.

D. Personnel (Hurley): Randall McClure has been elected Composition Director.

E. Professional Development and Research Activities (Griffin): Thanks to all who attended Mink and Bunkers sabbatical presentations.

F. Scheduling (Solo): no report

G. Technology (Haas): Creating a five-year equipment needs plan, due to the Dean by Monday. Please send requests to Haas.

H. Graduate (Stoyfnoff): 22 graduate students taking comprehensive exams this Saturday. The English Career Workshop was well attended. Graduate program posters are printed and will be mailed out to
PROPOSED EN 4/585: Language and Culture for TESL – 3 credits

Instructor: Pat Wilcox Peterson, AH 218C, 389-5531 or 389-2116  
e-mail: patricia.peterson@mnsu.edu  
Office hours Tuesday and Thursday 2-3, Wednesday 4-5, and others by appointment

Required texts:


Recommended but not required:


The documents below can be accessed on the Web.

Go to www.culturalorientation.net and click on culture profiles. Locate these three monographs and print them out for use in class: The Somalis: Their history and culture, Refugees from Sudan, and Muslim Refugees in the U.S.

Go to www.education.state.mn.us/html/intro_english Orr.htm and print out Serving refugee students: Case studies of Somali, Bosnian, and Liberian students in Minnesota schools (2002).
Course Description:

In this course we will read and discuss the culture of the American public school, the role of the school in the acculturation of immigrants, refugees, and other non-native speakers of English, and the implications for ESL teachers. In our investigation of cultural patterns, we will first attempt to become aware of our own individual cultural backgrounds and histories, in order to understand our relationship to culture better. We will then focus in particular on three cultural groups which are important in Minnesota: Mexican Americans, Hmong, and Somali.

We will consider various theories of cultural difference and their implications for educators. Perhaps most importantly, students will have contact with persons from these cultures to learn about their histories, languages, traditions, family patterns, religious beliefs, art, music, and expectations for schooling.

The format of this course will be heavily student-centered. You will be expected to engage in discussion of the assigned materials, to prepare and present your own materials carefully, and to listen and participate actively during your peers’ presentations.

Learning will take place through class lectures, group discussions, student presentations, course and self-assigned readings, reflective journal responses, informant interviews, guest presentations, and your attendance at a cultural event.

Evaluation:

Student performance will be based on regular attendance, class participation, and the assignments listed below. More information will be given about each assignment in class.

1. Completion of ten reflective journal assignments (20%)
2. Oral research report (20%)
3. Written research report, due one week after the oral presentation (20%)
4. Class activities/assignments/reading preparation/quizzes (20%)
5. Interview with a cultural informant and written review (10%)
6. Participation in a cultural experience or event, with written review (10%)

Note: You may substitute an approved tutoring experience for 5 and 6 above.

Learning Outcomes:

Minnesota Board of Teaching Licensure outcomes

1. Demonstrate an understanding of the importance of using multiple forms of instructional approaches to address different learning styles, background experiences, and performance modes of limited English proficiency students. (B-1)
2. Be able to adapt appropriate learning materials and adapt teaching strategies to meet the second language needs of students with limited English proficiency in a school setting. (B-2)
3. Understand that cultural practices may differ and that these differences may affect the way students learn. (D-1)
4. Understand schools as organizations within the larger community context and that successful communication with parents must be undertaken within that larger sociocultural framework. (D-2)

5. Understand how the student's environment, including family circumstances, community systems, and health and economic conditions, may influence learning. (D-3)

6. Work with other professionals to improve the quality of educational services provided to students with limited English proficiency. (D-4)

7. Understand cultural pluralism in the United States and how social and cultural differences are reflected. (I-1)

8. Be knowledgeable about the sociolinguistic dynamics of the cultures of the United States. (I-2)

9. Understand how cultural, linguistic, ethnic, regional, and gender differences affect communication in the classroom. (I-3)

Disability Statement:
Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825.

COURSE PLAN

(Reading assignments which are given in boldface are to be read by everyone before the day of class. If the reading is not in boldface, it will be read and presented by a pair of students. Journal assignments are to be written by everyone after the day's discussion and topics are given on the syllabus. They should be two typewritten double-spaced pages in length.)

Jan. 18 Introduction to the course. Who are we and where do we come from?
Introductions, review of syllabus, assignments, expectations
Reflections on personal linguistic and cultural identity
Video: Minnesota Pride and Minnesota Prejudice
Journal 1: Describe your family's ethnicity and immigration experience to the U.S. Did they experience difficulties when they arrived? Have you ever felt apart from the mainstream culture, or not accepted by people because of who you are?

Jan. 20 Culture, stereotypes, and values. Read Clayton, ch. 1-3
Choosing assignments for student reports

Jan. 25 Culture, stereotypes, and values.
Journal 2: Choose one of the journal assignments given by Clayton in her book, on pages 29, 45, or 66.

Jan. 27 Inside Mexico, Read: pp. 1-59

Feb. 1 Inside Mexico, Read: pp. 60-107
Journal 3: Review the values orientations that are described in Clayton, ch. 3. Using this system of analysis, talk about Mexican culture as it is described in Heusinkveld's book, and give examples of how Mexican culture fits in.
the 250 schools on the area schools mailing lists. The deadline for spring comprehensive exams is past; talk to Stoynoff if anyone still needs it. Committee is writing application for GA funding for next year.

IV. Discussion Items: Versions of English 114. Institutional Research and Arts and Humanities credit generation data displayed and discussion pursued on options for changes to the current 114 course.

V. Announcements:
HLC needs: By Dec 2nd, send your vita and current semester syllabi electronically to Kate. Professional activities (see email) due by November 4th.
Good Thunder Reading series is hosting Charles Baxter and Benjamin Drevlow on November 10th. Reminder that November 23rd night classes (those that start at 6 p.m.) are cancelled.
Vote on new IFO contact is November 16th.

The meeting adjourned at 9:55 a.m.

Next meeting set for December 7, 2005, at 9 a.m. in AH202

Respectfully submitted,

Kate Voight
Administrative Assistant
Department of English
Minnesota State University, Mankato
Feb. 3 Minnesota demographics: Who is ethnic? Who is minority?
STUDENT REPORT: Chicano Literature

Feb. 8 Migrant workers and migrant health
Reading: Hibbelsn (to be handed out in class)
Video: Legacy of shame

Feb. 10 Entry level jobs: food processing, service industries
Living in las Colonias. Video: The forgotten Americans
Journal 4: Describe the entry-level kinds of jobs that are open to workers who
lack English skills. What opportunities exist for those who learn English?
What have you learned this week that may have surprised you about the
work that new immigrants do and the conditions they must face?

Feb. 15 Educating Hispanic students
Reading: Trueba: the families of el rincón (To be handed out in class)

Feb. 17 Video: Stand and Deliver
Journal 5: This journal assignment involves a viewing guide for the movie, as
well as questions to help you relate it to the themes of the course. The
journal assignment will be handed out in class.

Feb. 22 Schooling and the conflict of values. Read: Clayton, ch. 4

Feb. 24 Language and learning: the debate over bilingualism. Read: Clayton, ch. 5&6
STUDENT REPORT: Richard Rodriguez and Hunger of Memory, Days of
Obligation, and the video Brown: The last discovery of America.

Mar. 1 Models of acculturation. Read: Clayton, ch. 7
Video: Between two worlds
Journal 6: What are the dangers to the identity of a child who is in the process of
acculturation, and what responses might children take? How can teachers
and schools arrange the classroom situation to make this period easier?

Mar. 3 Statutory requirements for ESL and successful program models
Colliers and Thomas’ research on first language literacy
Federal case law and Minnesota statutory requirements
(The debate over bilingualism, continued)

Mar. 8 Refugees in the U.S. Read Magnuson (available online, see syllabus.)
Who can be a refugee?
CD: To be a refugee (UNHCR)

Mar. 10 How to be a cultural broker
Refugees and the attributes of resilience
STUDENT REPORT: The middle of everywhere

Mar. 14-18 Spring break; no class

Mar. 22 Hmong settlement in the U.S. Read Koltyk, pp. 1-79
Map exercise
Video: Becoming American

Mar. 24 Hmong culture and economic enterprises. Read Koltyk, pp. 81-138
Art, folktales, and language
STUDENT REPORT: Hmong art and folktales

Mar. 29 Hmong religion
Video: Hmong, Hill tribe people of Laos

Mar. 31 Hmong and western ideas of health and medicine
STUDENT REPORT: Culture and medicine
Healing with heart / The spirit catches you and you fall down
Journal 7: What do you feel are the rights and responsibilities of the medical community in suggesting treatment for children of another culture? Are there times when the wishes of the parents should be overruled? Who is to decide these issues? Give examples from the case studies that were presented in class.

Apr. 5 Intergenerational conflict. Read: Hey, Hmong Girl, Whassup?

Apr. 7 Somali history and immigration to the U.S. Read: Putnam & Noor
Video: Somalia, Paradise destroyed

Apr. 12 Accommodating and Educating Somali Students in Minnesota Schools
Read: Farid & Mc Mahan

Apr. 14 Muslim Refugees in the U.S.
Read: Muslim students in America
STUDENT REPORT: Refugees from Sudan, the situation in Darfur

Apr. 19 Video: Islam, empire of faith
Journal 9: From the video and your class readings, present examples of five aspects of Islam that are similar to Christianity. Mention some differences that you think teachers should be aware of, and suggest ways to adjust the school situation for the comfort of your students.

Apr. 21 LEP conference, RiverCentre in St. Paul. No class.
Apr. 26 Being an immigrant in the post 9-11 world

Apr. 28 Classroom practices Read: Clayton, ch. 8 & 9

May 3 Igoa: The inner world of the immigrant child
STUDENT REPORT: Igoa’s model of instruction for children
Journal 10: In a final journal entry for this class, reflect on what you have learned and how your attitudes may have changed. Do you think you see your future (or current) students differently than you did before this class? What has been most powerful in changing your attitudes: encounters with new facts or encounters with new people? How could you help to change the attitudes of your fellow teachers, and what resources would you use?

May 5 Cultural deficit or multicultural classroom?

May 9 2:45-4:45 (Exam period; there will be no final exam.)
STUDENT REPORT: Multicultural children’s books
CURRENT EN 4/585: Language and Culture for TESL – 4 CREDITS

Instructor: Pat Wilcox Peterson, AH 218C, 389-5531 or 389-2116
e-mail: patricia.petersen@mnsu.edu
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The documents below can be accessed on the Web.

Go to www.culturalorientation.net and click on culture profiles. Locate these three monographs and print them out for use in class: The Somalis: Their history and culture, Refugees from Sudan, and Muslim Refugees in the U.S.

Go to www.education.state.mn.us/html/intro_english Orr.htm and print out Serving refugee students: Case studies of Somali, Bosnian, and Liberian students in Minnesota schools (2002).
Course Description:

In this course we will read and discuss the culture of the American public school, the role of the school in the acculturation of immigrants, refugees, and other non-native speakers of English, and the implications for ESL teachers. In our investigation of cultural patterns, we will first attempt to become aware of our own individual cultural backgrounds and histories, in order to understand our relationship to culture better. We will then focus in particular on three cultural groups which are important in Minnesota: Mexican Americans, Hmong, and Somali.

We will consider various theories of cultural difference and their implications for educators. Perhaps most importantly, students will have contact with persons from these cultures to learn about their histories, languages, traditions, family patterns, religious beliefs, art, music, and expectations for schooling. Additionally, this course will cover information related to program models for language learning as well as state and federal laws affecting ELL populations.

The format of this course will be heavily student-centered. You will be expected to engage in discussion of the assigned materials, to prepare and present your own materials carefully, and to listen and participate actively during your peers’ presentations.

Learning will take place through class lectures, group discussions, student presentations, course and self-assigned readings, reflective journal responses, informant interviews, guest presentations, and your attendance at a cultural event.

Evaluation:

Student performance will be based on regular attendance, class participation, and the assignments listed below. More information will be given about each assignment in class.

1. Completion of ten reflective journal assignments (20%)
2. Oral research report (20%)
3. Written research report, due one week after the oral presentation (20%)
4. Class activities/assignments/reading preparation/quizzes (20%)
5. Interview with a cultural informant and written review (10%)
6. Participation in a cultural experience or event, with written review (10%)

Note: You may substitute an approved tutoring experience for 5 and 6 above.

Learning Outcomes:

Minnesota Board of Teaching Licensure outcomes

1. Demonstrate an understanding of the importance of using multiple forms of instructional approaches to address different learning styles, background experiences, and performance modes of limited English proficiency students. (B-1)
2. Be able to adopt appropriate learning materials and adapt teaching strategies to meet the second language needs of students with limited English proficiency in a school setting. (B-2)
3. Understand that cultural practices may differ and that these differences may affect the way students learn. (D-1)
4. Understand schools as organizations within the larger community context and that successful communication with parents must be undertaken within that larger sociocultural framework. (D-2)

5. Understand how the student’s environment, including family circumstances, community systems, and health and economic conditions, may influence learning. (D-3)

6. Work with other professionals to improve the quality of educational services provided to students with limited English proficiency. (D-4)

7. Understand cultural pluralism in the United States and how social and cultural differences are reflected. (I-1)

8. Be knowledgeable about the sociolinguistic dynamics of the cultures of the United States. (I-2)

9. Understand how cultural, linguistic, ethnic, regional, and gender differences affect communication in the classroom. (I-3)

Disability Statement:
Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825.

COURSE PLAN

(Reading assignments which are given in boldface are to be read by everyone before the day of class. If the reading is not in boldface, it will be read and presented by a pair of students. Journal assignments are to be written by everyone after the day’s discussion and topics are given on the syllabus. They should be two typewritten double-spaced pages in length.)

Jan. 18  Introduction to the course. Who are we where do we come from?
Introductions, review of syllabus, assignments, expectations
Reflections on personal linguistic and cultural identity
Video:  Minnesota Pride and Minnesota Prejudice
Journal 1: Describe your family’s ethnicity and immigration experience to the
U.S. Did they experience difficulties when they arrived? Have you ever
felt apart from the mainstream culture, or not accepted by people because
of who you are?

Jan. 20  Culture, stereotypes, and values. Read Clayton, ch. 1-3
Choosing assignments for student reports

Jan. 25  Culture, stereotypes, and values.
Journal 2: Choose one of the journal assignments given by Clayton in her book,
on pages 29, 45, or 66.

Jan. 27  Inside Mexico, Read: pp. 1-59

Feb. 1  Inside Mexico, Read: pp. 60-107
Journal 3:  Review the values orientations that are described in Clayton, ch. 3.
Using this system of analysis, talk about Mexican culture as it is described
In Heusinkveld’s book, and give examples of how Mexican culture fits in.
Feb. 3  Minnesota demographics: Who is ethnic? Who is minority?
STUDENT REPORT: Chicano Literature

Feb. 8  Migrant workers and migrant health
Reading: Hibbeln (to be handed out in class)
Video: Legacy of shame

Feb. 10 Entry level jobs: food processing, service industries
Living in las Colonias. Video: The forgotten Americans
Journal 4: Describe the entry-level kinds of jobs that are open to workers who
lack English skills. What opportunities exist for those who learn English?
What have you learned this week that may have surprised you about the
work that new immigrants do and the conditions they must face?

Feb. 15 Educating Hispanic students
Reading: Trueba: the families of el rincón (To be handed out in class)

Feb. 17  Video: Stand and Deliver
Journal 5: This journal assignment involves a viewing guide for the movie, as
well as questions to help you relate it to the themes of the course. The
journal assignment will be handed out in class.

Feb. 22 Schooling and the conflict of values. Read: Clayton, ch. 4

Feb. 24 Language and learning: the debate over bilingualism. Read: Clayton, ch. 5&6
Program models for language learning
STUDENT REPORT: Richard Rodriguez and Hunger of Memory, Days of
Obligation, and the video Brown: The last discovery of America.

Mar. 1  Models of acculturation. Read: Clayton, ch. 7
State and Federal Laws
Video: Between two worlds
Journal 6: What are the dangers to the identity of a child who is in the process of
acculturation, and what responses might children take? How can teachers
and schools arrange the classroom situation to make this period easier?

Mar. 3 Statutory requirements for ESL and successful program models
Colliers and Thomas’ research on first language literacy
Federal case law and Minnesota statutory requirements
(The debate over bilingualism, continued)

Mar. 8 Refugees in the U.S. Read Magnuson (available online, see syllabus.)
State and Federal Laws
Who can be a refugee?
CD: To be a refugee (UNHCR)
Mar. 10 How to be a cultural broker
Refugees and the attributes of resilience
STUDENT REPORT: The middle of everywhere

Mar. 14-18 Spring break; no class

Mar. 22 Hmong settlement in the U.S. Read Koltyk, pp. 1-79
Map exercise
Video: Becoming American

Mar. 24 Hmong culture and economic enterprises. Read Koltyk, pp. 81-138
Art, folktales, and language
STUDENT REPORT: Hmong art and folktales

Mar. 29 Hmong religion
Video: Hmong, Hilltribe people of Laos

Mar. 31 Hmong and western ideas of health and medicine
STUDENT REPORT: Culture and medicine
Healing with heart / The spirit catches you and you fall down
Journal 7: What do you feel are the rights and responsibilities of the medical community in suggesting treatment for children of another culture? Are there times when the wishes of the parents should be overruled? Who is to decide these issues? Give examples from the case studies that were presented in class.

Apr. 5 Intergenerational conflict. Read: Hey, Hmong Girl, Whassup?

Apr. 7 Somali history and immigration to the U.S. Read: Putnam & Noor
Video: Somalia, Paradise destroyed

Apr. 12 Accommodating and Educating Somali Students in Minnesota Schools
State and Federal Laws
Read: Farid & McMahan

Apr. 14 Muslim Refugees in the U.S.
Read: Muslim students in America
STUDENT REPORT: Refugees from Sudan, the situation in Darfur

Apr. 19 Video: Islam, empire of faith
Journal 9: From the video and your class readings, present examples of five aspects of Islam that are similar to Christianity. Mention some differences that you think teachers should be aware of, and suggest ways to adjust the school situation for the comfort of your students.
Apr. 21  LEP conference, RiverCentre in St. Paul. No class.

Apr. 26  Being an immigrant in the post 9-11 world

Apr. 28  Classroom practices  Read: Clayton, ch. 8 & 9

May 3  Igoa: The inner world of the immigrant child  
Program Models for student learning  
STUDENT REPORT: Igoa’s model of instruction for children  
Journal 10: In a final journal entry for this class, reflect on what you have learned  
and how your attitudes may have changed. Do you think you see your  
future (or current) students differently than you did before this class?  
What has been most powerful in changing your attitudes: encounters with  
new facts or encounters with new people? How could you help to change  
the attitudes of your fellow teachers, and what resources would you use?

May 5  Cultural deficit or multicultural classroom?

May 9  2:45-4:45 (Exam period; there will be no final exam.)  
STUDENT REPORT: Multicultural children’s books