George Mason University
College of Education and Human Development
Teaching Culturally and Linguistically Diverse and Exceptional Learners

EDCI 581-001
Understanding Culturally and Linguistically Diverse Learners
3 Credits, Spring 2022
Asynchronous Online, February 28-April 24

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines the ways that race, ethnicity, language, religion, socioeconomic status, gender, sexual orientation, and ability intersect to affect educational experiences for culturally and linguistically diverse (CLD) learners of all ages. Invites educators to deepen understanding of culture and explore their own cultural identities with implications for equitable pedagogical practices with CLD learners.

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Course Overview
This course provides a foundation for TESOL professionals in all ESL/EFL/EAL contexts to strengthen knowledge, dispositions, and skills for interacting and teaching effectively culturally and linguistically diverse (CLD) learners across age groups and teaching contexts. Candidates are invited to explore *culture* as a multi-faceted, fluid construct and to interrogate the ways that one's own beliefs, assumptions, values, and biases affect building relationships with and providing equitable teaching and learning environments for CLD learners.

Candidates will explore the effects of the intersection of race, ethnicity, language, religion, socioeconomic status, gender, sexual orientation, and/or ability on educational experiences and opportunities for CLD learners. The course examines theories of intercultural competence and current research on culturally and linguistically responsive pedagogical practices that can be applied across age groups and ESL/EFL/EAL teaching contexts. Candidates are invited to apply learning through constructing their own cultural autobiography with emphasis on implications for teaching as well as through an extensive exploration of research around an equity-related issue with implications for teaching and learning in ESL/EFL/EAL contexts with CLD learners.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by **February 21, 2022 at 8:00 a.m**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
    o To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    o Adobe Acrobat Reader: https://get.adobe.com/reader/
    o Windows Media Player:
      https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:
  Because asynchronous courses do not have a fixed meeting day, our week will start on Monday and finish on Sunday.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should use calendly.com/mhauber to schedule a one-on-one session and arrive in the Zoom meeting room (https://gmu.zoom.us/j/5068961044) at the time of their appointment.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of intercultural competence and valuing cultural pluralism in education.
2. Analyze how social structures of race, ethnicity, class, gender, disAbility, and sexual orientation intersect to influence educational environments that privilege some and deny opportunity to others.

3. Understand and use the major concepts, principles, theories, and research related to the hybrid, fluid, multi-faceted nature of culture and implications for individual student learning.
4. Understand and apply concepts, theories, research, and practice that facilitate language learning in and out of classroom settings.
5. Describe culturally relevant teaching (CRT) in terms of teacher characteristics, assumptions about teaching, learning, and knowing, and CRT strategies with emphasis on anti-bias practices.
6. Explore the constructs of global citizenship/global competence and enhance capacity to be receptive to others' perspectives and welcome differences in interpretation and judgment.
7. Develop pedagogical skills to include a focus on teaching for global competence to support CLD learners' preparedness for constructive participation in the development of a more just, peaceful, and sustainable world.

PROFESSIONAL STANDARDS

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

Upon completion of this course, students will have met the following professional standards:

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards
Standard 2: ELLs in the Sociocultural Context
Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.
2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.
2b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.
2d. Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.
2e. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 5: Professionalism and Leadership
Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.
5a. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.
5b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.
5c. Candidates practice self-assessment and reflection, make adjustments for self-improvement,

and plan for continuous professional development in the field of English language learning and teaching.

TESOL Standards for ESL/EFL Teachers of Adults Framework
Domain: Identity and Context
Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

Domain: Learning
Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

Domain: Commitment and Professionalism
Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

Required Texts
Cushner, K. H., McClelland, A., & Safford, P. (**2019**). *Human diversity in education: An intercultural approach, (9ᵗʰ Ed.).* McGraw-Hill Education.

Recommended Books
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7ᵗʰ ed.). American Psychological Association.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., via Blackboard).

Assignments and/or Examinations

Assignments (Described below in Detailed Description of Assignments section)	Standards Met	Grade %	Week Due
Informed Participation: Discussion Board posting AND any application activities in each Weekly Module	NA	25%	Ongoing
Cultural Autobiography: Critical Self-Reflection Paper	TESOL/CAEP 2a, 2e, 5c TESOL Adult Standards 4, 8	25%	Week 6
Equity Issue Research Paper: Synthesize, Connect, and Apply	TESOL/CAEP 2a-2d, 5a-5c TESOL Adult Standards 4, 6, 8	40%	Week 7

	(**PBA**)		
Equity Issue Multimedia Presentation	TESOL/CAEP 2a-2d, 5a-5c TESOL Adult Standards 4, 6, 8	10%	Week 8

Other Requirements
Attendance Policy
Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

Field Experience
Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. Expect to spend about 15 hours in fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.

Grading
At George Mason University, coursework is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Course Grades	Grade Points	Interpretation
A+	100	4.00	Represents mastery of the subject through effort beyond basic requirements.
A	94-99	4.00	Represents mastery of the subject through effort beyond basic requirements.
A-	90-93	3.67	Represents mastery of the subject through effort beyond basic requirements.
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level.
B	80-84	3.00	Reflects an understanding of and the ability to apply theories and principles at a basic level.
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.
F	<70	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.
- Questions or concerns regarding use of Blackboard should be directed to: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking**: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

DETAILED DESCRIPTIONS OF ASSIGNMENTS

Informed Participation: Discussion Board and Application Activities
Informed participation is vitally important in an online, asynchronous course. Each week, you will have readings/other content to discuss, ideas to unpack, and application activities to complete. You are expected to participate in the online discussion via Discussion Board posts and application activities in a substantive way. **Your full preparation and engagement will not only enrich the course but will also deepen your own learning**.

The Discussion Board is where the real learning begins through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Please keep in mind that all online communications must be thoughtful and respectful. **Please make every effort to distribute your posts throughout the module in order to consider each other's thinking and contributions fully.**

Each weekly module will have a Discussion Board prompt, which may be a set of questions to spark your thinking. **Please consider these thinking prompts to construct an initial post by or before Saturday night at midnight that integrates your thinking and learning from this week's content.** Please include thoughtful questions that can deepen the dialog with your peers. Aim for a synthesized post that reflects your thinking, ideas, and experiences around the thinking prompts in direct connection to your learning from the content!

> Follow these parameters for your discussion board participation:
> - Good posts tend to be around **250 words** per post.
> - You are expected to post, at a minimum, **3 times each week**.
> - Deadline for first post: **Saturday 11:59pm EST.**
> - Deadline for other posts: **Monday 11:59pm EST.**

You will find a Weekly Online Discussion Rubric on Blackboard that will be used to evaluate the quality of your initial weekly post and responses to at least two peers. Please be sure to familiarize yourself and follow this rubric as you engage with peers on Discussion Board each week.

The other half of your Informed Participation grade will come from quality completion of any and all *application activities* each week. These application activities provide you with an opportunity to apply thinking and learning in a variety of ways (e.g., scenario-based responses, infographics or visual representations, Padlet contributions, "mini" learning modules, etc.). These application activities will be evaluated holistically each week. The general rule of thumb for success is graduate-level, thoughtful, thorough work that reflects deep thinking and learning! **A criteria checklist is located under the "Major Assignments" tab.** Please familiarize yourself with it.

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules. **Your discussion board posts and any other weekly application activities should reflect deep learning from readings, videos, and any other online content within the Weekly Modules**. While your current knowledge is important to your understandings, demonstrating the

way that deep engagement with the course content expands your knowledge, disposition, and skills as a reflective practitioner is expected and necessary for earning full informed participation points. That is, your work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically thinking and analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into your teaching practice in diverse, inclusive classrooms.

Cultural Autobiography: Critical Self-Reflection
The purpose of this assignment is to provide you with an opportunity to apply a critical, reflective lens to your own dynamic, fluid cultural identity. You are invited to delve into the sources of your cultural identity (e.g., race, language, social class, sex/gender, age, geographic region, etc.) and the most formative socializing agents (e.g., family, peer group, electronic media, school, etc.) that have shaped your individual cultural being. (Note: These constructs will be explored via the textbook and other readings before writing this paper). You will take an open, honest, critical look at your own assumptions, beliefs, values, and biases that are part of your cultural identity. After this critical self-introspection, you will convey *why it matters* to be deeply aware of one's own complex cultural identity in order to teach CLD learners effectively, in a way that values learners' "funds of knowledge" as assets and access points for learning in the classroom. That is, the paper will emphasize implications for teaching and learning with CLD learners in TESOL contexts.

This paper should be between 5-6 double-spaced pages, excluding title page and references (if applicable). Please refer to the rubric for this assignment on Blackboard.

Equity Issue Paper (Performance-Based Assessment)
This performance-based assessment (PBA) provides the opportunity for you to research an issue of equity connected to teaching and learning in ESOL/EFL contexts with CLD learners. You will explore many equity issues through the readings and resources in this course and will be invited to choose an equity issue of deep interest in relation to an ESOL/EFL context in which you teach or aspire to teach. A list of potential topics will be shared with candidates, although candidates will be encouraged to propose their own topics based on lived experiences and observations/interactions in TESOL settings. The rubric is provided below.

Here are a few **example** topics:
- Disproportionality of disciplinary action with ELs in PK-12 schools.
- Insufficient personnel resources and teacher professional development for working with ELs in PK-12 schools.
- Challenges faced by refugee families in PK-12 schools and/or adult-learning settings.
- Lack of access to/appropriate funding of adult literacy programs.
- Need for continued language and literacy development support for young adult ELs in community-college settings.
- Need for linguistically responsive instruction in institutes of higher education.
- Cultural dissonance between curriculum/learning program and ELs' needs.
- Viewing ELs from deficit lens; lack of valuing ELs' funds of knowledge in instruction.

Introduction
Begin the equity issue with **a clear, concise introduction to the issue in the ESOL/EFL setting of focus**. Explain why this equity issue is a salient one in the ESOL/EFL setting of focus. How did you

identify this issue? How did it manifest itself in ESOL/EFL setting? Why is this issue of concern to you as a current or future ESOL/EFL professional? That is, what is your interest in/passion around this equity issue?

Research Synthesis
You will **thoroughly research** the chosen equity issue topic using at least 6-8 scholarly sources, at least 4 of which must be peer-reviewed journal articles (Note: Scholarly sources from this course may be included). You will **weave together relevant pieces of this research:** what are "roots" of this equity issue? Why has it persisted? What kind of effort(s) have been made to address this issue and with what kind of results? Use the Mason library online databases for researching the equity issue (https://library.gmu.edu/).

Research Connections
You will **explain the way that key findings from the research are connected to/meaningful in the ESOL/EFL setting**. You will seek to situate the key findings in by considering these **thinking prompts**: How may this equity issue affect learning and academic achievement opportunities for language learners in the ESOL/EFL setting of focus? How may this equity issue affect the learning environment? How may this equity issue affect the ELs' experiences, trajectories, and/or opportunities within and outside of the ESOL/EFL learning context? Do diverse ELs experience effects of this equity issue in different ways? Why?

Research Application
Following the synthesis of the relevant research around key components of the equity issue, you will apply your learning to suggest a potential **Action Plan** for addressing the equity issue in the ESOL/EFL context of focus. **The Action Plan must be succinct, feasible, and anchored closely to knowledge gained from the research**. You must also **share their Action Plan** with a mentor, colleague in ESOL/EFL setting, and/or graduate student peer to seek constructive feedback/insights.

The equity issue paper should be a **highly-polished piece, reflective of graduate-level academic writing in which revision and editing are evident**. Use double spacing, Times New Roman 12-pt font, and APA-7 style for the title page, in-text citations, and the references page. Please adhere to the maximum page-length parameters (in chart below). **Do not include an abstract.**

Reflection & Conclusion
End the paper with a concise but compelling reflection/conclusion. You will explain the ways that learning about this equity issue has changed/extended your thinking about the topic. Emphasize the implications/importance of this learning for their work as EFL/ESOL professionals.

Please structure the paper as follows and adhere to the page-length parameters:
(Note: Title page and References page DO NOT count toward paper total).

Section	Section Title	Page Length Parameters
Section I	Introduction to the Equity Issue	1.0-1.5
Section II	Research Synthesis	3.0-4.0
Section III	Research Connections	2.0-3.0
Section IV	Research Application (Action Plan)	2.0-2.5
Section VI	Reflection/Conclusion	1.0-1.5
Total		**9-12.5 pages**

Equity Issue Paper Rubric

Section & Standards	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
Introduction TESOL/CAEP 2a, 5b TESOL Adult Standards 4, 8	**Relevance** of topic/issue is **not established** for equitable ESL/EFL/EAL teaching and learning environments; Rationale for topic selection is **not stated**.	**Relevance** of topic/issue is **not sufficiently established** for equitable ESL/EFL/EAL teaching and learning environments; Rationale for topic selection is **unclear**.	Topic/issue is established as **relevant** for equitable ESL/EFL/EAL teaching and learning environments; Rationale for topic selection is **clear**.	Topic/issue is established as **highly salient** for equitable ESL/EFL/EAL teaching and learning environments; Rationale for topic selection is **strong and clear**.
Research Synthesis TESOL 2a, 2b, 5b TESOL Adult Standards 4, 8	Completely **vague and/or inadequate** presentation of research (Findings) using **fewer** than required scholarly sources	Relevant research (Findings) are presented as **summaries** rather than as a synthesis, **meeting or using fewer** than scholarly source requirements	**Satisfactorily** nuanced synthesis of relevant research (Findings) around equity issue **meeting** scholarly source requirements	**Highly nuanced** synthesis of relevant research (Findings) around equity issue **meeting or exceeding** scholarly source requirements
Research Connections TESOL/CAEP 2a, 2b, 5a TESOL Adult Standards 4, 8	**Incomplete** explanation of the way that key Findings from research affect ESL/EFL/EAL learners' learning environment, learning opportunities, and/or learning trajectories	**Adequate but underdeveloped** explanation of the way that key Findings from research affect ESL/EFL/EAL learners' learning environment, learning opportunities, and/or learning trajectories	**Satisfactorily comprehensive** explanation of the way that key Findings from research affect ESL/EFL/EAL learners' learning environment, learning opportunities, and/or learning trajectories	**Extraordinarily comprehensive** explanation of the way that key Findings from research affect ESL/EFL/EAL learners' learning environment, learning opportunities, and/or learning trajectories
Research Applications TESOL/CAEP 2c, 2d, 5a, 5b TESOL Adult Standards 4, 6, 8	Action Plan is **inadequately** grounded in research and **inadequately** responsive to addressing equity issue to improve learning environment, opportunities, and/or trajectories in ESL/EFL/EAL setting	Action Plan is **adequately** grounded in research and only **adequately** responsive to addressing equity issue to improve learning environment, opportunities, and/or trajectories in ESL/EFL/EAL setting	Action Plan is **satisfactorily** grounded in research and **satisfactorily** responsive to addressing equity issue to improve learning environment, opportunities, and/or trajectories in ESL/EFL/EAL setting	Action Plan is **strongly** grounded in research and **highly** responsive to addressing equity issue to improve learning environment, opportunities, and/or trajectories in ESL/EFL/EAL setting
Reflection & Conclusion TESOL/CAEP 2a, 2d, 5c TESOL Adult Standards 4, 6, 8	Reflects **underdeveloped** personal learning around equity issue; **underdeveloped** degree of implications for strengthening practice in ESL/EFL/EAL setting	Reflects **adequate** personal learning around equity issue; **adequate** degree of implications for strengthening practice in ESL/EFL/EAL setting	Reflects **satisfactory** personal learning around equity issue; **high** degree of implications for strengthening practice in ESL/EFL/EAL setting	Reflects **compelling** personal learning around equity issue; **extraordinary** degree of implications for strengthening practice in ESL/EFL/EAL setting

Equity Issue Multimedia Presentation
You will also create a multimedia presentation, with narration, to share key findings, connections, application, and reflection around the equity issue with peers. Design the presentation with a broader audience in mind; that is, strive to create a compelling presentation of the equity issue that can be shared in current or future ESOL/EFL settings with others in order to create awareness of the equity issue, propose solutions, and generate advocacy conversations around equity in ESOL/EFL settings. Presentation must include one interactive element to engage audience. **Please see the evaluation checklist on Blackboard.**

CLASS SCHEDULE
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Other required supplementary texts/resources are located on Blackboard.
See Blackboard for Timeline for Weekly Steps toward Completion of Major Assignments.

Learning Module 1: February 28-March 6	
Topic(s)	**Readings, Activities & Assignments Due**
Education in Changing Societies Historical & Curricular Perspectives on Multicultural and Global Education	Cushner, McClelland, & Safford **Chapters 1 & 2** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 1 Activities.

Learning Module 2: March 7-13	
Topic(s)	**Readings, Activities & Assignments Due**
Culture & the Culture-Learning Process: -Sources of Cultural Identity -Socializing Agents that Transmit Culture Classrooms as Cultural Crossroads: -Models of Intercultural Interaction -Applying the Culture-General Model	Cushner, McClelland, & Safford **Chapters 3 & 4** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 2 Activities; see Blackboard for timeline for working on major assignments.

Learning Module 3: March 14-20	
Topic(s)	**Readings, Activities & Assignments Due**
Intercultural Development: -Intercultural Competence -Developmental Model of Intercultural Sensitivity	Cushner, McClelland, & Safford **Chapter 5** Other required supplementary texts/resources are located on Blackboard.

	Complete all Learning Module 3 Activities; see Blackboard for timeline for working on major assignments.

Learning Module 4: March 21-27	
Topic(s)	**Readings, Activities & Assignments Due**
The Classroom as a Global Community: -Curriculum Transformation, The International Perspective -Religious Pluralism in Secular Classrooms Teaching for Global Competence: -4 Domains of Global Competence	Cushner, McClelland, & Safford **Chapters 7 & 9** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 4 Activities; see Blackboard for timeline for working on major assignments.

Learning Module 5: March 28-April 3	
Topic(s)	**Readings, Activities & Assignments Due**
Addressing Racial, Ethnic, and Linguistic Diversity in Classrooms: -White Privilege -Anti-Bias Teaching -Understanding the Power of Language -Perspectives on Second Language Acquisition	Cushner, McClelland, & Safford **Chapter 6** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 5 Activities; see Blackboard for timeline for working on major assignments.

Learning Module 6: April 4-10	
Topic(s)	**Readings, Activities & Assignments Due**
Developing Gender Inclusive Learning Contexts: -Gender Expression & Gender Identity -Gender in a Global Context -Gender & the Law for Schools	Cushner, McClelland, & Safford **Chapter 10** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 6 Activities; **Cultural Autobiography DUE;** see Blackboard for timeline for working on other major assignments.

Learning Module 7: April 11-17	
Topic(s)	**Readings, Activities & Assignments Due**

Creating Cognitively Challenging, Age-Appropriate Instruction: -Teaching Students from Interrupted Formal Schooling Backgrounds Creating Inclusive Classrooms: -Language Learners with Exceptionalities -Role of Interaction	Cushner, McClelland, & Safford **Chapter 12** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 7 Activities; **Equity Issue Paper DUE;** see Blackboard for timeline for working on last major assignment.

Learning Module 8: April 18-24	
Topic(s)	**Readings, Activities & Assignments Due**
Improving Teaching and Learning for ALL Language Learners: -Culturally & Linguistically Responsive Teaching -Fostering Multiliteracies w. Language Learners	Cushner, McClelland, & Safford **Chapter 13** Other required supplementary texts/resources are located on Blackboard.
	Complete all Learning Module 8 Activities; equity issue presentation **DUE.**