

EDUC 6998: Topics in Adult Language & Literacy

1 semester credit

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HAMLIN UNIVERSITY HSE CONCEPTUAL FRAME

The Professional Education Program at Hamline is committed to developing educators and leaders who:

Promote Equity in Schools and Society

Two fundamental beliefs of the professional education program are: That there is an interdependence between schools and society, and that schools should exist to promote social equity. Therefore, program participants develop an understanding of the role education has played and plays in shaping society. They learn to recognize that gender, ethnicity and socioeconomic status often determine both the quality and quantity of education individuals receive. As a result, these current and future educators and leaders actively seek to counter forms of racism, sexism, classism, and other types of discrimination.

Program candidates are encouraged to act as agents of change in their classrooms, schools and communities. They enhance learning by utilizing social and cultural backgrounds and the variety of ways individuals learn; challenging the notion of expendability of children; and valuing children, youth, and adults inclusive of race, class, gender, exceptionality, home language, or other social, physical, or cultural characteristics.

Build Communities of Teachers and Learners

Teaching and learning are socially and culturally interactive processes. Professional educators are, at different times, teachers and learners. As a result, they both shape and are shaped through their interactions with students and with each other as co-learners. In the classroom, educators are encouraged to place a high value on learning as a process and an equally high value on student self-esteem by constructing supportive communities with learners and colleagues. Program participants develop an awareness that they are among the many adults who influence children and youth by creating physically and psychologically welcoming environments. They foster a positive self-worth, guiding students to recognize and develop their capabilities as lifelong learners.

Construct Knowledge

Program participants develop an understanding that accumulated bodies of knowledge are constructed and interpreted, and thus influenced by the historical and cultural contexts in which they evolve. To improve educational practice, students engage in critique of bodies of knowledge drawn from various foundational, theoretical and pedagogical perspectives. This knowledge is supplemented by current thinking about best practice, including educational technology, in the construction of teaching and learning. Students intentionally make connections and transfer theoretical knowledge to practice and understand how innovative teaching builds upon and challenges previous ways of understanding.

Practice Thoughtful Inquiry and Reflection

Program participants engage in professional inquiry, explore, examine and study issues of educational theory and practice. Pre-service and practicing teachers and administrators bring knowledge and experience about the processes of teaching and learning to the university setting. This knowledge informs their current thinking and is a critical base for reflective inquiry and in-depth study designed to improve teaching and learning. This thoughtful research and reflective critique guide the transition from new to experienced professional and the intentional improvement of educational practice.

STATEMENT OF PURPOSE AND COURSE DESCRIPTION

The purpose of this course is to provide English as a Second Language teachers, currently teaching in Adult Basic Education contexts, the opportunity to continue their own development as reflective practitioners, to find meaningful ways to utilize classroom ideas learned at sessions at the ATLAS/Hamline University Language & Literacy Institute, and ultimately to improve learning outcomes for students.

This course addresses the following components of the HSE Conceptual Frame:

Schools and Society: Participants will read, reflect, and dialogue with colleagues about teaching and learning in adult contexts. Participants will explore how a variety of activities can be useful to meet the needs of culturally and linguistically diverse learners in the adult classroom.

Teachers and Learners: Participants will learn how to integrate ideas learned at professional development workshops into classroom activities that address the needs of learners. Participants will practice assessing new activities and aligning these to learning objectives.

Knowledge: Participants will read and dialogue with colleagues about assumptions and values around English language teaching and learning. Participants will gain an understanding of effective ways to integrate new ideas learned in professional development workshops into their teaching.

Inquiry: Participants will reflect on teaching practices and use reflection as a tool to assess the value of new activities and their implementation in the classroom. Participants will engage in their own development as professionals by taking ideas learned in workshops, utilizing these in the design of new activities, then assessing both the activities and the ideas.

OUTCOMES

Upon completion of this course, you will:

- A. have become a more skillful reflective practitioner.
- B. have gained familiarity with ways to thoughtfully integrate ideas learned at short workshop sessions into classroom practice.
- C. be more practiced at preparing meaningful activities, integrating them into lessons, and assessing their value.

PROCESS

You will learn through:

- A. reading and dialoging with colleagues to explore your own assumptions, expectations, and teaching practices;
- B. reflection on your own teaching practices and the value of ideas learned at the workshop sessions;
- C. applying your learning through the creation of activities that incorporate new ideas learned in the workshop sessions;
- D. integrating new activities into an existing lesson plan and implementing these activities in your classroom;
- E. reflecting and writing a follow-up report to assess the value of these new activities, lessons learned from the development and implementation of those activities, and the successes of these on learning;

TEXT

- Materials from workshop sessions.
- Santos, M.; McClelland, J.; & Handley, M. (2011). Language lessons on immigrant identity, food culture, and the search for home. *TESOL Journal* 2.2, June 2011, 203-228.

BIBLIOGRAPHY

Bailey, K.M., Curtis, A. & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston, MA; Heinle & Heinle.

Richards, J.C. & Farrell, T.S.C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.

Spack, R. & Zamel, V. *Language Lessons: Stories for Teaching and Learning English*. Ann Arbor, MI: University of Michigan Press.

Teachers of English to Speakers of Other Languages. (2003). *Standards for Adult Education ESL Programs*. Arlington, VA: TESOL.

EVALUATION

Final grades will be determined as follows:

Discussion and Reflection on *Language Lessons on Immigrant Identity, Food Culture, and the Search for Home*: 40%

Classroom Applications and Final Reflection: 60%

There is no exam with this class. Your final grade will be determined by the quality of the components listed above. If you have questions about assignments or due dates, it is your responsibility to contact the instructor. Late assignments will not receive full credit.

SCHEDULE

- January 28 - 29 Attend **four** 3-hour workshops at the ATLAS Language & Literacy Institute in Minnetonka, Minnesota.
- January 28 -March 15 Create an account for the Minnesota Literacy Council (MLC) online discussion board and post responses to 4 questions + a minimum of 4 substantive comments to postings by peers.
- January 28 – April 1 Adapt and integrate activities learned at the workshops for your own class. Classroom Applications and Final Reflection due April 1.

GRADING

Assignments and rubrics to assess those assignments are attached.

You have two options for turning in your final assignment:

1. Send everything as an email attachment to the instructor: pvinogradov01@hamline.edu

Emailed assignments must be received by midnight of the due date to receive full credit. An email message will be sent to you acknowledging receipt of the assignments.

2. You can turn in paper copies of the assignments by dropping them at the instructor's office at 845 Snelling Avenue, or you can mail assignments to:

Patsy Vinogradov
ATLAS/ Hamline University
MS- A 1790
1536 Hewitt Avenue
St. Paul, MN 55104

Paper copies must be received by the due date to receive full credit. Please include a self-addressed stamped envelope with adequate return postage. I will return your assignment and grade report from Hamline within four weeks of receipt.

ABSENCES AND SPECIAL NEEDS

Please contact the instructor as soon as possible if disability-related accommodations are needed for this course. Accommodations are set up through the office of Disability Services. (Contact Kathy McGillivray, Director of Disability Services at 651-523-2521.) A letter from the Disability Services office is needed to obtain accommodations.

HAMLIN SCHOOL OF EDUCATION POLICIES**Academic / Professional Integrity**

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Hamline University. Such dishonesty includes plagiarism and ghost writing.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the academic dishonesty policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course.

By continuing enrollment in this course and their respective programs of study, students are agreeing to fully abide by the requirements outlined in the student handbook, syllabus, and university's bulletin. Failure to follow the expectations and requirements may be grounds for dismissal or suspension from the university. Instructors reserve the right to report concerns about academic performance and/or professional readiness to the Department Chair and other university administrators.

Incomplete Policy

With an instructor's approval, a student may take an incomplete ("I") in a course. An "I" will be given only in unusual circumstances that are beyond the control of the student. An "I" cannot be granted for failing or uncompleted work (a substantial portion of the work must have already been completed). An instructor must update an "I" to a final grade within four months after the end of the registration term (or by August 31 if the student intends to graduate in the summer). Otherwise, the "I" will convert to an "F" grade.

The **Hamline University Graduate Schools Bulletin** can be found at <http://www.hamline.edu/gse/academics/bulletin.html>. You are responsible knowing and following the policies and procedures in that document.

EDUC 6998: Topics in Adult Language & Literacy

Spring 2016

ATLAS/Hamline University

Course Assignments**I. Discussion and Reflection** on *Language Lessons on Immigrant Identity, Food Culture, and the Search for Home* (Santos et al., 2011)**DUE:** Between January 28 – April 1, 2016

- **Reading:** Santos, M.; McClelland, J.; & Handley, M. (2011). Language lessons on immigrant identity, food culture, and the search for home. *TESOL Journal* 2.2, June 2011, 203-228.

Purpose: This assignment includes reading a research article that summarizes a project in California. The researchers focused on adult ESL learners and how they think about food, health, and home. For this assignment, you will reflect on your own experiences and that of the themes and findings in the article. Because we do not meet as a class, we'll have an online discussion about the story via a Minnesota Literacy Council (MLC) discussion board.

1. Read the *Language Lessons on Immigrant Identity, Food Culture, and the Search for Home*. Think about the following as you read:
 - a. **This is not an easy reading!** What are some ideas or terms that are new to you? What, if anything, are you still puzzling about?
 - b. The authors claim that “home” for our learners is not only a physical place, but “also an understanding of the complex emotions and distinct memories that link learners to the places, traditions, and people they associate with home” (p.204). How do you respond to this statement? Can you give an example from your adult language and literacy teaching?
 - c. This research project was a collaboration of two fields: English language teaching and public health. In this article, the issue on the table (literally) was lead poisoning, and the authors worked to integrate that public health concern into the language classes, while being careful to construct the conversation with room for much identity work. What health issues have come up in your adult language and literacy teaching? Have cultural tensions/discussions emerged via such topics? If so, please describe what you mean.
 - d. The authors state that “immigrant women are able to increase their decision-making powers in their homes because, relative to their husbands, they experience better access to information and services in the United States” (p.212). From your experience, do you agree or disagree? Give an example from your teaching to support your conclusion.
 - e. The authors write that ESL programs are an “anchoring process” where students can “articulate their own personal histories, expectations, and struggles associated with the search for home” (p.219). There is an assumption here that ESL classes are powerful places where much more is happening than just language and literacy learning. What do you think? Elaborate from your own experience.

2. I'll facilitate our discussion using the online discussion board at the MLC. This requires a few simple steps to get things going. You will need to:
 - a. Create an account at the MLC if you do not already have one (see attached).
 - b. Log into the discussion board and open up our class discussion forum under: *ABE Discussion Boards > Language & Literacy Institute course (EDUC 6998)*.
 - c. Post your responses to each of the four questions on the discussion board by **March 15**.
 - d. Between **January 28 & March 15**, visit the discussion board at least 2-3 times. Post at least four substantive comments/questions/reflections on the postings of your peers.

To earn full points, you must post an initial response to each of the discussion questions on the online discussion board and a minimum of 4 substantive responses to the postings by others in the class. Be sure to refer to specific places or passages in the article; when helpful, you may want to include quotes and/or page numbers when talking about the text. I'll also be looking for connections between the story and your own experiences as teachers or learners.

Discussion and Reflection on *Language Lessons on Immigrant Identity* grading rubric

Criteria	Very Good	Satisfactory	Fair to Poor
Discussion clearly makes links between the reading and teachers' own experiences.	Discussion postings make thoughtful and reflective connections between the article and teacher's own experiences. Points possible: 15	Discussion postings make some connections between the article and teacher's own experiences. Points possible: 13	Discussion postings fail to make connections between the article and teacher's own experiences Points possible: 11
Discussion board postings adequately address each of the five questions.	Responses specifically address each of the four questions and refer to specific aspects or passages in the text. Points possible: 11	Responses address each of the four questions and make some references to specific aspects or passages in the text. Points possible: 9	Responses fail to address each of the four questions and/or fail to refer to specific aspects or passages in the text. Points possible: 8
Discussion board includes at least four substantive comments on other postings.	A minimum of four responses have been posted to the comments or questions posted by fellow participants AND these responses clearly demonstrate thoughtfulness and substance. Points possible: 9	A minimum of four responses have been posted to the comments or questions posted by fellow participant AND these responses demonstrate some thoughtfulness and substance. Points possible: 7	Fewer than four responses have been posted to the comments or questions posted by fellow participants AND/OR these responses fail to demonstrate thoughtfulness and substance. Points possible: 6
Responses posted on time.	All postings made by the dates specified. Points possible: 5	Most postings made by the dates specified. Points possible: 3	Few postings made by the dates specified. Points possible: 1

Total points possible: 40

II. Classroom Application and Final Reflection

DUE: April 1, 2016

Purpose: This activity will require you to create instructional activities based on something learned in the workshops that you attended at the Language & Literacy Institute. Integrate these activities into an upcoming lesson or unit. You may integrate multiple activities into one lesson, or activities may be created for different lessons. (If you are not currently teaching, see below for information on how to complete the assignment).

There are 3 basic components of this assignment:

1. **Create:** Design an activity that demonstrates your understanding of the instructional idea(s) taken from the workshop(s) session. Each activity description should include the following information:
 - Workshop session and idea
Provide the Language & Literacy Institute workshop title and a very brief description of the idea you used to create the activity.
 - Class Description
What is your teaching context? What is the class? Who are your learners? – How many, what ages, what type of language background?
 - Lesson Description
What is the focus of this lesson? How long is the lesson? What are the lesson objectives?
 - Activity
Describe each step of the activity. It should be clear enough that someone else could pick up your activity and try it.
2. **Teach:** If you are currently teaching, implement each activity with your students. If you are not currently teaching, you may: 1) do the activity in a colleague's class, or 2) share the detailed activity with a colleague and get feedback.
3. **Reflect (if you taught the activity):** After implementing the lesson and your new activity, report on the experience and your successes with it. Use the questions below to guide your reflection:
 - a. How successful was the implementation of the activity into your lesson? How did it support the objectives of that lesson?
 - b. Describe the learners' responses to the activity. How did you assess students and what did they learn? (Please be specific.)
 - c. What would you do differently with the activity the next time you use it? If you wouldn't do anything differently, explain why.

Reflect (if you shared activity with a colleague): If you are not teaching, and have shared the activity with a colleague, consider the experience and feedback provided on the activity. Use the questions below to guide your reflection:

- d. How successful was this activity? How could this be integrated into a lesson, and what learning objectives would this activity support?
- e. Describe your colleague's response to the activity, and why you designed the activity

- the way that you did. What did your colleague think? How would this activity contribute to student learning? How would you assess their performance? (Please be specific).
- f. What would you do differently with the activity based on this experience and the feedback of your peer? If you wouldn't do anything differently, explain why.

To earn full points for this assignment, you must:

- submit a detailed description of the activity as described above, and include a description of your teaching context and the lesson into which you integrated the activities; and
- submit a final reflection that demonstrates the ability to reflect on your performance as a teacher and that of your students as language learners. This reflection should include evidence of student learning. It is not sufficient to say that students enjoyed an activity – what did they learn from it? Be honest – there may be times when it doesn't appear that the students have actually learned anything...but what can the teacher learn from this? (If you are not currently teaching, demonstrate that you are able to think critically about your activity and troubleshoot.) This reflection should be between 2-3 pages long.

Classroom Applications and Final Reflection grading rubric

Criteria	Very Good	Satisfactory	Fair to Poor
Activity is described in enough detail for another teacher to replicate.	Each step of the activity is described in enough detail for another teacher to replicate Points possible: 20	Steps for the activity are described in some detail, although another teacher may need more information to replicate. Points possible: 16	Activity is described, although in insufficient detail for another teacher to replicate. Points possible: 13
Information is included about the teaching context, lesson, and lesson objectives.	Completely describes the teaching context, and it is clear how this activity fits into the lesson and aligns with the lesson objectives. Points possible: 12	Describes the teaching context, and the activity seems to fit into the lesson well, but may not align with lesson objectives or the objectives are not clear. Points possible: 10	Little description of the teaching context and/or it is not clear how the activity fits into this lesson and/or there is little alignment or unclear lesson objectives. Points possible: 8
Reflection addresses guiding questions: successes and challenges of using activity and be changes for the future.	Reflection thoughtfully addresses guiding questions. Points possible: 12	Reflection adequately addresses guiding questions. Points possible: 10	Reflection briefly addresses guiding questions, if at all. Points possible: 8
Reflection includes evidence of student learning.	Reflection clearly identifies methods used to assess student learning and provides evidence of any learning. Points possible: 10	Reflection identifies methods used to assess student learning and provides some evidence of any learning. Points possible: 8	Reflection inadequately identifies methods used to assess student learning and/or provides little evidence of any learning. Points possible: 6
Organization & mechanics show graduate level mastery.	Clear organization. Logical flow of ideas and information. Grammar and spelling are good. Points possible: 6	Some organization, but it lacks clarity. Few problems with grammar or spelling. Points possible: 4	

Total points possible: 60