

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ED 450/550
2. **Course title:** Teaching and Working in Global Contexts
3. **Abbreviated title for class schedule** (30 characters or less): Teaching in Global Contexts
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course examines the complexities, paradoxes, and challenges of teaching outside the United States and how culturally responsive teaching can empower the lives of English Language Learners (ELLs) and communities. Students will develop a broader perspective concerning culture and its influence on schooling and students' successful negotiation of the diverse educational systems. Students will explore concepts of bilingualism, culture, cultural bias, enculturation, acculturation, ethnocentrism, globalization, individualism, and the role of collectivism in education.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**
A. (course prefix, (space) and number) or or or or
8. **Major/Class restrictions:** Please indicate any class or major restrictions: Junior standing or above.

9. **Is course repeatable?** Yes No X **If Yes, list maximum credits:**

10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

11. **Fees:** List any course fees:

12. **Grade Mode:** Graded only: X Pass/No Pass only: **Option:**

13. **CIP Code:** Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? no If yes, list Strand(s)

B. Honors? no

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? This is a required course in the proposed new TESOL certificate (Teaching English to Speakers Other Languages).

B. **Alignment:**

1. How does this course align with the unit's mission plan? The TESOL certificate will help train and prepare students for a career in teaching non-native speakers of English. The TESOL program promotes global engagement, awareness and cultural competency through exploring the world, teaching in global contexts, and interacting with people from culturally and linguistically diverse populations. This program fulfills SOU's mission of responsible global citizenship by developing students' abilities to engage internationally.
2. How does the course fit into the rest of the unit's curriculum? Beyond this course, the TESOL certificate program includes 4 additional courses, all of which are offered as part of current English or Education programs of study. The proposed program addresses teaching methods, issues of language and culture, language acquisition and strategies, instructional materials and material development, curriculum development, field experience, and teaching in a linguistically and culturally diverse world.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 10-15; Year 2: 10-15; Year 3: 10-15

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Faculty from the Education, English, and IEP program who have experience in literacy and teaching overseas including Dr. Aprille Phillips, Dr. Gerald McCain, Dr. Megan Farnsworth, Dr. Younghee Kim, Dr. Margaret Perrow, Ann O'Driscoll.
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. Because this course will be taught once per year, the deep bench of faculty with necessary expertise and experience will limit the impact upon their other teaching obligations.

- c. If additional faculty members are needed, how will that need be met?
Adjunct faculty with experience teaching overseas.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? no
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? This course and the certificate program of which it is part will complement the academic programs of students majoring in Foreign Language, English, Education, International Studies, Communications, Political Science, and other fields that entail global interactions. This certificate could easily lead to MOUs with international programs, which would serve as an excellent strategy for recruiting international students interested in studying at SOU. Students who go on to enter the MAT program to seek a teaching license at any level or in any subject area or go on for their M.Ed. degree and ESOL endorsement will benefit from the skills and knowledge they gain from this certificate, as the student population of students in US schools becomes increasingly diverse, culturally and linguistically.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received. The TESOL certificate program has been developed through a close collaboration between the Education, English, and Intensive English programs.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16



ED 450/550 Teaching and Working in Global Contexts

Course Syllabus

Course Description:

In this course students will examine issues related to teaching English outside the United States, its many facets, complexities, paradoxes, and challenges, and how culturally responsive teaching can empower the lives of English Language Learners (ELLs) and communities. This course is designed to prepare pre-professional (pre-service) teachers to provide linguistically and culturally appropriate instruction in global settings. Students will develop a broader perspective concerning culture and its influence on schooling and students' successful negotiation of the diverse educational systems. Students will explore concepts of bilingualism, culture, cultural bias, enculturation, acculturation, ethnocentrism, globalization, individualism, and the role of collectivism in education. This course intends to move the practice of TESOL and teaching globally beyond the classroom by extending activities into the community and beyond. Students will also refine their theoretical understanding of teaching by exploring ways to promote a safer, more inclusive and prosperous world.

Course Objectives: After successful completion of this course, students will be able to:

- apply knowledge of current and historical theories in language acquisition to instruction (TESOL Language Standard 2.a)
- demonstrate and apply understanding of the role of individual learner variables (e.g., language proficiency, learning styles, possible special needs, and prior knowledge) in the process of learning English (TESOL Language Standard 2.b.)
- understand what culture is, what the role of culture in instruction is, and that language and culture are inseparable (TESOL Culture Standard 1.a.)
- identify stereotypes and other preconceived ideas concerning cultures and cultural characteristics (TESOL Culture Standard 1.a.)
- demonstrate culturally responsive pedagogy in resource poor classroom environments (TESOL Culture Standard 1.a.)
- understand and apply knowledge of world cultures and how the cultures of ELLs in any specific context affects instruction (TESOL Culture Standard 1.b.)
- understand and apply knowledge about cultural values and beliefs in the context of teaching and learning (TESOL Culture Standard 1.c.)
- understand and apply concepts about the interrelationship of languages and culture to instruction (TESOL Culture Standard 1.d.)
- articulate what it means to be a globally competent teacher;

- articulate the role of TESOL in shaping linguistically competent learners;
- demonstrate skills and dispositions necessary for successful teaching and learning in multicultural classrooms
- elaborate on the uneven, unintended, and complex relationship of globalization on education and education systems.
- assess one's own awareness of equity, privileges, and diversity, and articulate one's own cultural differences and similarities with others.
- articulate how cultural differences impact human development, learning and teaching

Required Texts:

Hastings, C. & Jacob, L. (2016). *Social Justice in English Language Teaching*. TESOL Press; ISBN: 9781942799429

Shope, A. (2012). *Global TESOL: Teaching English to Speakers of Other Languages; An Orientation Guide*. ISBN: 9780578110851

Course Details: This course will be facilitated as a seminar-style course. As opposed to the traditional teacher-centered model of education, this class is discussion- rather than lecture-based and emphasizes critical thinking rather than strict memorization and recitation of information. What this means for you, the student, is that you have to be present, prepared, and critically engaged if you are to successfully complete the course. Consequently, frequent and active participation is **mandatory**.

Class activities include completing assigned readings, participating in discussions, and completing weekly journal entries. Students will be expected to write a reflective essay regarding personal bias, attend a cultural event and report on the experience, and, finally, develop a strategy for becoming an effective teacher in a multicultural global society. Further details on each assignment and their point value are explained below.

Evaluation and Grading: Successful completion of the required assignments above and the results of their corresponding assessments will determine your level of achievement in this class. Commensurate with the professionalism expected of beginning and veteran teachers alike, teacher candidates are expected to turn in all assignments on time. Failure to do so will result in a drop of one letter grade for each day the assignment is overdue. If any assignment is past due after 3 days, it will not be accepted and will earn zero points. Similarly, because attendance and participation are mandatory, failure to contribute in weekly discussion forums on Moodle, unless otherwise arranged with the instructor, is unacceptable.

Overall achievement in the course will be measured by the culmination of points associated with each of the above performances. All performances and the total points possible for each are listed below along followed by the grading scale:

Assignments

Assignment	Number	Pts per	Points
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Attendance, punctuality, and participation	10	5	50
Evidence of Reading	10	2	20
Weekly Reflections	10	10	100
Discussion Leader	1	15	15
Attend Cultural Event (write up experience)	1	25	25
Final Reflection Paper (5 pages)	1	75	75
			Total points 285

Class Evaluation

96 – 100%	A	91 – 95%	A-	88 – 90%	B+
84 – 87%	B	80 – 83%	B-	78 – 79%	C=F

Plagiarism: Plagiarism, or, the attempt to submit work or ideas as if they were your own (intentional or otherwise), will result in a zero for the assignment and possibly an immediate failing grade in the class.

Adaptations: If you need course adaptations or accommodations because of a diagnosed disability, please notify the instructor within the first two weeks of class. See the syllabus addendum for more details.

Final Note: This syllabus is not a contract. The instructor reserves the right to modify the syllabus and course schedule at any point during the course of the semester. All students will be notified if such changes occur.

Teaching English in Global Contexts Tentative Course Schedule

Week	Topic and Assigned Reading	Activities/Assignments Due
Week 1:	Introduction <u>Read:</u> Course Syllabus Course Schedule All other available course materials	Discussion Board: Original Thread (Personal Introduction) Week 1 Reflection (My Identity)
Week 2:	Education in a Changing Society/Social Justice in TESOL <u>Assigned Readings:</u> Unit 1: The Big Picture of Language Learning (pp. 1-16) Reading: <i>A Short Introduction to Social Justice and ELT</i>	Evidence of Reading Week 2 – Reflection (Social Justice)
Week 3:	Multicultural Education <u>Assigned Readings:</u> Unit 2: At the Heart of the Natural Learning Experience (pp. 17-30) Reading: <i>Critical Pedagogy's Power in English Language Teaching</i>	Discussion Board: Original Thread Discussion Board: 2 Peer Responses Week 3 – Reflection (Critical Pedagogy)
Week 4:	Culture and Culture-Learning Process <u>Assigned Readings:</u> Unit 3: Teaching Techniques and Tools (pp. 31-63) Reading: <i>Bringing Peacebuilding into the English Language Classroom</i>	Evidence of Reading Week 4 – Reflection (Peace Building)

Week 5:	Classrooms and Schools as Cultural Crossroads <u>Assigned Readings:</u> Unit 4: Creating Interactive Lessons (pp. 67-81) Reading: <i>Healing Colonial Pain: English as a Bridge Between Japan and Korea</i>	Evidence of Reading Discussion Board: Original Thread Discussion Board: 2 Peer Responses Week 5 – Reflection (Language Conflict)
Week 6:	Intercultural Development <u>Assigned Readings:</u> Unit 5 & 6: Breaking Down Barriers (pp. 83-102) Reading: <i>Equity and Professionalism in English Language Teaching: A Global Perspective</i>	Evidence of Reading Week 6 – Reflection (Equity and Justice)
Week 7:	Creating Classrooms That Address Race and Ethnicity <u>Assigned Readings:</u> Unit 7: Setting and Meeting Student and Instructor Goals (pp. 103-116) Reading: <i>Provincializing English: Race, Empire, and Social Justice</i>	Evidence of Reading Discussion Board: Original Thread Discussion Board: 2 Peer Responses Week 7 – Reflection (Tribalism & Language)
Week 8:	The Classroom as a Global Community <u>Assigned Readings:</u> Unit 8: Developing Custom-Tailored Lesson Plans (pp. 117-138) Reading: <i>Language Rights and Indigenous Education in Australia</i>	Evidence of Reading Week 8 – Reflection (CRT Lesson Plans)
Week 9	Personal Culture Essay <u>Assigned Readings:</u> Unit 9: Building Courses of Study (pp 139-152) Readings: <i>Exploring Perceptions of Gender Roles in English Language Teaching</i>	Evidence of Reading Week 9 – Reflection (Gender & Language Teaching)
Week 10	Developing Learning Communities <u>Assigned Reading:</u> Reading: <i>A Community Adult English Literacy Program for Migrant Workers in Qatar: Context-Specific Critical Pedagogy and Communicative Language Teaching at Work</i>	Discussion Board: Original Thread Discussion Board: 2 Peer Responses Reflection 10 – Community Engagement
Week 11	N/A	FINAL EXAM

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssj>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and

Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: <https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form:

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies

are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at www.sou.edu/dr for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.