UTTC Teacher Education

Syllabus
EDU 352 – Teaching Culturally and Linguistically Diverse Children

Course Information	Instructor Information
Credits: 3	Instructor: Leah Hamann, M.Ed.
Year / Term: 2014 Fall	Phone: 701.255.3285 ext. 1380
Class Location / Room: ED B02	Office Location: ED 112 Main Floor
Days / Time: MWF 1:00 p.m. – 1:50 p.m.	Office Hours: By Arrangement
	E-Mail: lhamann@uttc.edu

Special Considerations: Class will not be held on the following dates:

- Monday, Sept. 1st – Labor Day Holiday
- Friday, Sept. 5th – Family Day of Powwow
- Monday, Sept. 8th – Staff Professional Development Day
- TBA – All Campus Professional Development Days
- Tuesday, Nov. 11th – Veteran's Day Observance
- Thursday & Friday, Nov. 27th & 28th – Thanksgiving Holiday
- Monday – Wednesday, Dec. 15th – 17th – Final Exams

Required Textbooks: NONE
The instructor will be using a number of resources to support the information context of the course. These resources will be shared with the pre-service teachers as they are utilized.

Course Description: This course is designed to give prospective teachers background on and experience in providing effective instruction for students for whom Standard English is a second language and/or a second dialect. The development of a second language or dialect is a cognitively, linguistically, and culturally daunting task for many culturally and linguistically diverse (CLD) students. Teachers of CLD students are presented with the equally difficult job of creating learning environments to facilitate language development. This course will also present a broad framework for understanding the political, legal, policy, and cultural dimensions of schooling for English language learners.

Prerequisite(s):

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Understand the impact of students' cultural identity on learning and school achievement.	- Discussion Comprehension Questions
2. Develop an understanding of the historical and legal issues surrounding culturally and linguistically diverse students.	- Timeline
3. Develop the tools necessary to serve as an adult advocate for culturally and linguistically diverse students.	- SIOP Lesson Plan
4. Develop skills for using the SIOP Model to provide effective language and content instruction to English language learners.	- SIOP Lesson Plan
5. Practice cross-cultural communication through interviews and reflect on experiences with differing cultural values.	- Speaker Presentation Reflections
6. Describe the linguistic characteristics of second language learners through stages of increasing proficiency using the WIDA English Language Proficiency Standards.	- Discussion Comprehension Questions
7. Identify methods for enhancing students' feelings of dignity and self-worth (including students from diverse ethnic, cultural, linguistic, and socio-economic backgrounds).	- Digital Story

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Teacher Standard & Program Outcome	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.5 Professionalism 　　5d. Collaboration with Colleagues and the Community	Service learning project and speaker presentations.	Participation of a service learning project within the community and participating in speaker presentations.	• Service learning reflection • Speaker engagement rubric & reflection
Program Outcome: 3 Technology for Teaching and Learning	Digital storytelling discussion, lecture, and creation.	Creation of a digital story that reflects the pre-service teacher candidate's own cultural and linguistic background.	• Digital Story

United Tribes Technical College Teacher Education Conceptual Framework

The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Requirements
- Attend all class sessions.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in class activities.
- Complete all exams and quizzes.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects & Assignments   **30%** Course Participation   **20%** Assessments

Submission of Assignments
Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

> <u>**Writing Style**</u>
> *All reports and presentations are required to be typed and have a cover page indicating:*
> - Candidate's name
> - Title of their paper or presentation, and
> - Date that the assignment is due.
>
> *At the lower portion of the cover page include:*
> - The name of the course
> - Add the Teacher Education Department slogan: "**Preparing Competent, Caring Teachers**"
> - Instructor's name

> Your Name
> Title of Assignment
> Due Date
>
> Teaching Culturally and Linguistically Diverse Children
> Preparing Competent, Caring Teachers
> Leah Hamann

**When typing use Times New Roman, Arial, or Courier text style size 12.
**Double-spacing the body of your assignment is a must with deduction of points if not followed.
**Include a reference page if necessary.
**Points will be deducted from assignments that do not have a cover page and the required information.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

☑ **Comprehension Questions**
Questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature while assessing their understanding of the information provided through the text and supplemental readings.

☑ **Visual Timeline**
Candidates will generate a physical timeline that depicts the history of education that emphasizes the educational history of the United States that outlines the perils and successes of culturally and linguistically diverse students.

☑ **Multicultural and Linguistic Classroom**
Each candidate will select a language, other than English, to generate a college classroom context that embraces and acknowledges language variance within our global society. Various assignments such as watching a video, only spoken in a language unfamiliar to the viewers, and identifying objects in the learning environment in a language other than English will be assigned.

☑ **Observational Field Trips**
There will be several field trips planned for pre-service teachers to observe a learning environment that is supported by an educator who promotes and engages learners in their first language.

☑ **Assessments**
Periodically teacher candidates will be assessed of their understanding of information related to the course based on the textbook readings, class lectures, and any other material distributed by the instructor.

☑ **Extra Credit Opportunity:** None provided.

Assignment #1 – Guest Speaker Reflections and Responses

You will be required to write a response and reflection for two-three guest speakers that present in class. The purpose of these responses is to encourage critical thinking. Your reflections on topics presented by the guest speakers will be shared with them. The responses should be succinct and concise. The responses must be 1-2 pages typed and double-spaced. All reflection and response papers should be submitted via uploading your reflection to the pre-service educator's TaskStream e-portfolio.

Assignment #2 - Service Learning *(2-3 hours) (See Rubric)*

RSVP+ - community volunteer program or community event. Dates and events TBA

The work of John Dewey is central to the pedagogy of service learning. In broad terms, it focused on the relationship between self and society. His ideas on how learning takes place, and for what purpose, informs many of the arguments and concrete proposals for service learning. In Democracy and Education (1916), Dewey theorized the importance of intellectual development in relation to social development, including the value of service to an engagement with others. Service learning is a means of integrating classroom theory with active learning in a real work setting. It is also a way to help others while learning about another culture and it is a challenging and rewarding way to learn and make a difference in the world.

Assignment #3 Digital Story and Storytelling *(See Rubric)*

Digital storytelling can be a very emotional journey for the creator and the intended audience. As educators there is great value in incorporating digital storytelling into one's technology pedagogy. Digital storytelling is the practice of marrying narrative with digital content, which includes images, sound, and video, to create a short movie. The digital story that you will be creating in this course will focus upon your own, or someone very close to you, journey of cultural identity.

http://www.culturalexchange.nsw.edu.au/2011/06/digital-stories/#
http://www.schrockguide.net/digital-storytelling.html

Final Project #4 – Digital Storytelling SIOP Lesson Plan *(see checklist and template)*

Using Assignment #3 Pre-service teachers will generate a grade level appropriate lesson plan (of their choice) the infuses the Sheltered Instruction Observation Protocol (SIOP) components as it relates to the creation of a digital story.

IOP Lesson Plan Template

Date: _____ Grade/Class/Subject: _____

Unit/Theme: _____ Standards: _____

Content Objective(s): _____

Language Objective(s): _____

Key Vocabulary	Supplementary Materials

SIOP FEATURES

Preparation
- ☐ Adaptation of content
- ☐ Links to background
- ☐ Links to past learning
- ☐ Strategies incorporated

Scaffolding
- ☐ Modeling
- ☐ Guided practice
- ☐ Independent practice
- ☐ Comprehensible Input

Group Options
- ☐ Whole class
- ☐ Small groups
- ☐ Partners
- ☐ Independent

Integration of Processes
- ☐ Reading
- ☐ Writing
- ☐ Speaking
- ☐ Listening

Application
- ☐ Hands-on
- ☐ Meaningful
- ☐ Linked to objectives
- ☐ Promotes engagement

Assessment
- ☐ Individual
- ☐ Group
- ☐ Written
- ☐ Oral

Lesson Sequence:

Reflections:

Lesson Plan Checklist for: The Sheltered Instruction Observation Protocol (SIOP)

Preparation

____ Write content objectives clearly for students.
____ Write language objectives clearly for students.
____ Choose content concepts appropriate for age and educational background level of students.
____ Identify supplementary materials to use (graphs, models, visuals).
____ Adapt content (e.g., text, assignment) to all levels of student proficiency.
____ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

____ Explicitly link concepts to students' backgrounds and experiences.
____ Explicitly link past learning and new concepts.
____ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

____ Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
____ Explain academic tasks clearly.
____ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

____ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
____ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
____ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

____ Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
____ Use group configurations that support language and content objectives of the lesson.
____ Provide sufficient wait time for student response consistently.
____ Give ample opportunities for students to clarify key concepts in lesson as needed with, peer, or lesson text.

Practice/Application

____ Provide hands-on materials and/or manipulatives for students to practice using new knowledge.
____ Provide activities for students to apply content and language knowledge in the classroom.
____ Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Lesson Delivery

____ Support content objectives clearly.
____ Support language objectives clearly.
____ Engage students approximately 90-100% of the time (most students taking part/on task).
____ Pace the lesson appropriately to the students' ability level.

Review/Assessment

____ Give a comprehensive review of key vocabulary
____ Give a comprehensive review of key content concepts.
____ Provide feedback to students regularly on their output (e.g., language, content, work).
____ Conduct assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Digital Storytelling Rubric
(adopted from Scott County Schools, Kentucky as published on RubiStar)

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	PTS
Points	**4 pts**	**3 pts**	**2 pts**	**1 pt**	
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the story.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the story.	
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.	
Dramatic Question	Realization is dramatically different from expectation.	Realization differs noticeably from expectation.	Realization barely differs from the expectation.	Realization and expectation do not differ.	
Emotional Content	Audience is deeply and emotionally engaged.	Audience is emotionally engaged.	Audience lapses in emotional engagement.	Audience has little to no emotional engagement	
Voice - Consistency	Voice quality is clear and consistently audible throughout the story.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the story.	Voice quality is clear and consistently audible through some (70-84%) of the story.	Voice quality needs more attention.	
Voice - Conversational Style	Uses a conversational style throughout.	Uses a conversational style the majority (85-95%) of the time.	Uses a conversational style most (70-84%)of the time.	Presentation style is primarily monologue.	
Voice – Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the storyline. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the storyline. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the storyline or the audience.	
Pacing	Engaging rhythm; use of punctuation; suggestions of emotions via sound effects; use of "white space"; enhanced vitality	Engaging rhythm; use of punctuation; some suggestions of emotions via sound effects; use of "white space"; evidence of vitality.	Some rhythm; some use of punctuation; limited suggestions of emotion via sound effects; lapses in vitality.	Mechanical rhythm; limited use of punctuation; limited vitality.	
Soundtrack - Emotion	Music stirs a rich emotional response that matches the storyline well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.	
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.	
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	
Duration of Story	Length of story was 3 to 4 minutes.	Length of story was 2-3 minutes.	Length of story was 1-2 minutes	Story was less than one minute long or more than 4 minutes long.	
Completion	All aspects of the digital story was complete and the candidate presented the project on the due date and time.			A zero grade for the entire assignment will be given if the candidate does not present the project on the due date and time.	
				Total	

Service Learning Project Rubric

Level	Awareness of Purpose of Service (civic engagement)	Responsibility to Community (civic engagement)	Application of Course Concepts to Service-Learning (academics)	Impact on Candidate's Personal Life (personal growth)	Total = Critical thinking (overall reflection)
Distinguished	Candidate is **acutely** aware of personal role in the service learning project. **10 points**	Candidate **embodies** personal sense of responsibility to the service learning project by **actively** participating in the planning efforts as well as engaging in **solving any issues** that arose. **10 points**	Candidate uses service experience to **honestly** link and evaluate their service learning involvement to their personal teacher pedagogy. **10 points**	Candidate uses changes in **three or more personal** perspectives to inform choices and behaviors in issues pertinent to the service learning project. **10 points**	
EXAMPLE	I volunteered to contact area businesses to solicit prizes, information brochures, and monetary donations. My role in requesting and collecting these materials provided a wealth of information for families regarding the activities that they can do with their child(ren) within the community. In addition, many of these activities are free or cost very little. As an active contributor to this event I see that my role was very important as my solicitations offset the amount of money that we had to take out of our budget. The gift cards…	I made sure that I attended all of the planning meetings and scheduled additional meetings with my planning colleague when needed. I made 22 phone calls to area businesses and successfully received 15 donations. There was one critical moment in the solicitation of materials when a business requested that I come to their office to pick up materials that afternoon. I had to rearrange my afternoon but I was able to get to their office. My planning colleague and I did not always agree on how to solve some issues that arose but we were able to compromise on a couple of occasions for example…	Through my participation in their service learning project I gained a lot of experience and see the value that service learning plays as a professional educator. First and foremost, I made a lot of community connections and found that there are so many individuals willing to donate their time, money, and energy to children. I found a wealth of materials that I can use in my classroom to "excite" and "engage" my future students. I will certainly find a way to generate a service learning project for my classroom or school as…	I have to admit that at first I was not too excited to take part in this service learning project. My only motivation at the time was the grade attached to my involvement in this project. I volunteered for a role that I thought would be the easiest. As I began to make the phone calls and visit businesses I found myself actually enjoying the interactions that I was having with other people. It changed my viewpoint about people within this community…	
Proficient	Candidate is aware of personal role in the service learning project. **8 points**	Candidate has personal sense of responsibility to the service learning project by **participating** in the planning efforts as well as engaging in **solving any issues that arose**. **8 points**	Candidate uses service experience to link and evaluate their service learning involvement to their personal teacher pedagogy. **8 points**	Candidate provides changes in **two personal** perspectives to inform choices and behaviors in issues pertinent to the service learning project. **8 points**	
Novice	Candidate is somewhat aware of personal role in the service learning project. **4 points**	Candidate has some sense of responsibility to the service learning project but did not participate as actively in the planning efforts or solving issues that arose. **4 points**	Candidate vaguely expresses service experience to link and evaluate their service learning involvement to their personal teacher pedagogy. **4 points**	Candidate provides changes in **one personal** perspective to inform choices and behaviors in issues pertinent to the service learning project. **4 points**	
Unengaged	Candidate did not participate in the service learning project. **0 points**	Candidate did not participate in the service learning project. **0 points**	Candidate did not participate in the service learning project. **0 points**	Candidate did not participate in the service learning project. **0 points**	
					___ /40 points

POLICIES

Course Attendance Policy

> **Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.**

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a "note of absence" a will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:
- Personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity.

Work or activities for other classes are not excused. To be classified as excused, the absence must be officially documented (for example, an illness must be documented by a doctor's note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. You will not be penalized for official absences. **This attendance policy is non-negotiable**.

Addressing Candidate Tardiness
Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course.

> **Both tardiness and early departure from class are forms of absenteeism**.

Teacher candidates are required to sign in at each class meeting. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate's early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

Three (3) documented late arrivals (tardiness) will constitute one (1) absence and a staffing will be held with the instructor of the course in which an attendance contract will be developed. If the tardiness continues to persist the teacher candidate may be required to drop the course.

The instructor of this course will count the candidate fully absent from class if they arrive fifteen **(15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

> **Consider it this way:**
>
> **If you had a (teaching) job that started at 8:00 in the morning and you kept coming late, failed to show up, or left early you would more than likely be fired from that job and certainly be held liable of the safety and education of your students and of any incidents that occurred during your absence.**

Things to keep in mind:
- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

Appropriate Dress
You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

Policy for Late Submission
Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Withdrawal from Class
Withdrawal from class after October 24, 2014 results in an automatic "F" grade for the course.

Plagiarism and Academic Integrity
Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

An "Incomplete" grade is not given unless there are extenuating circumstances and if at least 75% of the overall coursework has been completed by the student. An incomplete will only be considered on the basis of a written request by the student, consideration of the instructor, and approval from both the Teacher Education Department Chair and UTTC Registrar.

Cell Phones

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode**. Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Accommodation of Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123. The DSS department can also be reached at 701.255.3285 ext. 1516.

Special Assistance

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Programmatic Procedures
In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

The Disclaimer – This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.

TENTATIVE SCHEDULE

Month	Topics
August	- Course Introduction - History of Education – Timeline
September	- History of Education – Timeline - History of ELL – Timeline - Observational Field Trips - Cultural & Linguistic Methods
October	- Cultural & Linguistic Methods Continued - World-Class Instructional Design & Assessment (WIDA) English Language Proficiency Standards - SIOP Iris Module - Speaker
November	- Digital Story - Speaker - Cultural & Linguistic Resources
December	Digital Story SIOP Lesson Plan

SYLLABUS SIGNATURE PAGE

Course Title: Teaching Culturally and Linguistically Diverse Children

Course Number: EDU 352

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

_____
Student's Printed Name

_____   _____
Student Signature   Date