St. John's University

The School of Education
Department of Human Services and Counseling
Graduate TESOL Program

EDU9006 – Human Development in Cross-cultural Perspectives – 3 credits
Global Studies
(In class)

John Spiridakis, J.D., Ph.D.
Tel: (718) 990-6407
E-mail: Spiridaj@stjohns.edu

Course Description

Presents a cross-cultural framework for the study of birth through adolescent development. Emphasis is placed on the effects of cultural, heritage characteristics and socioeconomic levels.

NYSED Contact Hours:
The New York State Education Department regulations require the following time commitment: for 3-credit courses with 30 contact hours per term, the amount of supplementary time required outside of class is minimally 120 hours (e.g. field work, readings, preparation for class discussions, projects, papers, and study time).

Required Text


<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standards Alignment</th>
</tr>
</thead>
</table>
| **1. Subject Matter Knowledge:** To articulate salient aspects of culturally diverse society, including ethnicity, social class, language, race, gender and exceptionality. Measured by the small group discussions and weekly activities. | ESL: 2
TEAC: 1.1, 1.4
NYSTS: 1, 2, 7 |
| **2. Pedagogical Knowledge:** To understand and analyze the characteristics of ethnic identity and ethnic | ESL: 2, 3
TEAC:1.1, 1.2
NYSTS: 1, 2 |
<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assignments</th>
</tr>
</thead>
</table>
Videós 1-2-3. |
2. Interaction of Class with Race, Ethnicity, Gender, and Age. Reflection on Achievement. Educational Implications. Chapter 2. Videos 4-5-6 “Money, Schools and Justice” (article)

3. Ethnicity, Racism and Teaching Implications Chapter 3. Videos 7-8-9 “EdTrust Releases Funding Gaps 2006” (article)

4. Gender, Sexism, Women’s Position in the Curriculum Chapter 4. Video 10-11-12


7. Mid-term Examinations.

8. Religious Pluralism- Separation of Church and State- Classroom Implications Chapter 6

9. Language Diversity, ELL—English Language Learning, Separate Programs versus Inclusive Programs Chapter 7

10. Age, Related Attitudes, Behaviors, and Risk Factors in Childhood and Adolescence. Teacher’s Role in Preventing Crises. Chapter 8.

11. Multi-cultural Education. Inclusive Type of Lessons: Culture, Language/Dialect, Minorities, Sub-cultures, etc. Chapter 9.

12. Viewing and Discussing Two Inclusive Lessons
   a. Second Grade English Reading and Video A
   b. Seventh Grade Science. Video B


14. Continuation of Presentations. Aggressive Educational Programs Successful in Raising Minority Students’ Academic Achievement. Chapter 3 “No Excuses” (article)

15. Final Examination
Evaluation of Students’ Performance

Assignments

Class participation and weekly assignments (15%)

Mid-term Examination (20%)
Based on textbook, videos, article, and notes

Reflection on Videos’ Content (20%)
Students will choose 6 videos and will write a paper on each. They will refer to the content and its implications on teaching.

Lesson Plan (20%)
Based on inclusive curriculum

Final Examinations (25%)
Based on textbook, videos, article, and notes

Note: All Assignments Must Be Submitted in the Following Format:

- Typed
- Double-spaced
- Times New Roman – 12 point
- Dated
- Original – no copies/faxes

TASKS

1. Class Participation and Weekly Assignments

   It is imperative that you attend ALL classes as this course contains a significant interactive component. You will be expected to actively engage in the learning experience through various small group and class discussions and activities. You will need to prepare for each week by doing the readings. It is also important for your professional development that you be able to analyze information and discuss it with your peers. To this end, this grade is not only dependent on your attendance but on your being prepared and able to contribute meaningfully to weekly class discussions on each topic.

2. Video Observation

   After viewing each video, you will write a three-four page paper in which you address particular aspects of the video. Your written response to the video will not simply be a summary of the content of the video but, in addition, a critical interaction with the work. You should incorporate relevant lecture and reading material into your written responses.
3. Lesson Plan
Will be based on inclusive curriculum. The content should be multicultural and students should be given opportunities to make cross-cultural observations and judgments. The element of student-centeredness and inquiry-based learning should be paramount in the lesson plan.

4. Mid-term and Final Examination
Essay, short answer, completion, true/false format.
Essay topics will ask students to analyze, synthesize and also express and justify personal opinions on information presented in class readings, discussions and lectures.
Short answer, completion, and true/false questions will refer to textbook information and class discussions.

Grading rubric

<table>
<thead>
<tr>
<th>Class participation and weekly readings</th>
<th>Meets or Exceeds Standards (10)</th>
<th>Partially Meets Standards (7)</th>
<th>Attempts Standards (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.</td>
<td>Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.</td>
<td>Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.</td>
<td></td>
</tr>
<tr>
<td>Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.</td>
<td>Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.</td>
<td>Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.</td>
<td></td>
</tr>
<tr>
<td>Always willingly participates; responds frequently to questions; contributes insightful point of view.</td>
<td>Often willingly participates; occasionally responds to questions; occasionally shares point of view</td>
<td>Rarely willingly participates; rarely able to respond to questions; rarely shares point of view.</td>
<td></td>
</tr>
<tr>
<td>Always acts appropriately during.</td>
<td>Often acts appropriately during class; present most</td>
<td>Distracted or distracting behavior in class; present some of the</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Identifying Issues</td>
<td>Specifying Implications in Teaching</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Total 0</td>
<td>No major issues addressed in the video were identified and no major arguments made by sides involved were summarized</td>
<td>No implications for teaching were identified and/or described</td>
<td></td>
</tr>
<tr>
<td>Total 15</td>
<td>Some major issues addressed in the video were identified and some major arguments made by sides involved were summarized</td>
<td>Some implications for teaching were identified and/or described</td>
<td></td>
</tr>
<tr>
<td>Total 20</td>
<td>All major issues addressed in the video were identified and all major arguments made by sides involved were summarized</td>
<td>Many implications for teaching were identified and/or described</td>
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</tr>
</tbody>
</table>

Attention to language (structure, spelling, grammar, punctuation, etc.)

**Grading Rubric**

**Video assignment**

<table>
<thead>
<tr>
<th>FORM (20%)</th>
<th>Score</th>
<th>Professor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is at least 3 pages in length (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Font, spacing, margins as requested (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography and citation format (5%)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT (80%)</th>
<th>Score</th>
<th>Professor’s Comments</th>
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</thead>
<tbody>
<tr>
<td>Clearly identifies key issues of importance from the video presentation (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issues are analyzed and responses are informed (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately synthesizes reading and wider research into the assignment (20%)</td>
<td></td>
<td></td>
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</tbody>
</table>
Applies material appropriately to the student’s teaching/personal experiences *OR*
States why student agrees or disagrees with, or felt challenged by, or gained new insight into the issue(s). (20%)

**TOTAL SCORE (100%)**

**Grading Rubric**

**Lesson Plan**
The purpose of the lesson is to stimulate learning inquiry into cross-cultural issues and provide opportunities to students to learn how to make judgments from more than one perspectives.

<table>
<thead>
<tr>
<th>Points</th>
<th>Inclusion</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>There was no inclusion of any cross-cultural issues in the lesson.</td>
<td>There was no discussion on cross-cultural issues.</td>
</tr>
<tr>
<td>10</td>
<td>Some cross-cultural issues were included in the lesson.</td>
<td>Cross-cultural issues were treated in a manner which could stimulate some interest, some discussion and some active learning.</td>
</tr>
<tr>
<td>20</td>
<td>Interesting cross-cultural issues were included in the lesson and the connection to students’ home languages and cultures was explicit or implicit.</td>
<td>The method was inquiry oriented and had the steps which could stimulate participation enhancing strong interest and exchange of ideas among the students. Issues were presented in a way which could elicit judgment from various perspectives. The lesson was touching issues with which students could identify with and perhaps be motivated for future inquiry.</td>
</tr>
</tbody>
</table>

**Grade Evaluation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A -</td>
<td>90 - 95</td>
</tr>
<tr>
<td>B +</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B -</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>75 - 79</td>
</tr>
<tr>
<td>C</td>
<td>70 - 74</td>
</tr>
</tbody>
</table>

Any grade below 70 is an F.
<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher (candidate) promotes the well being of all students and helps them learn to their highest levels of achievement and independence, demonstrating an ability to form productive connections with students with diverse characteristics and back rounds, students for whom English is a new language, students with varying abilities and students of both sexes.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher (candidates) has a solid foundation in the arts and sciences, breadth and depth and knowledge of subject be to be taught, and understanding of subject matter pedagogy and curriculum development.</td>
</tr>
<tr>
<td>3</td>
<td>The teacher (candidate) understands how students learn and develop.</td>
</tr>
<tr>
<td>4</td>
<td>The teacher (candidate) effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including educational technology.</td>
</tr>
<tr>
<td>5</td>
<td>The teacher (candidate) uses various types of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.</td>
</tr>
<tr>
<td>6</td>
<td>The teacher (candidate) promote parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other care givers, for the benefit of students.</td>
</tr>
<tr>
<td>7</td>
<td>The teacher (candidate) maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.</td>
</tr>
<tr>
<td>8</td>
<td>The teacher (candidate) is of good moral character.</td>
</tr>
</tbody>
</table>
TESOL STANDARDS

Teachers of English to Speakers of Other Languages, Inc. (TESOL), 2003:

Domain 1: Language
Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Domain 2: Culture
Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.

Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Domain 3: Planning, Implementing, and Managing Instruction
Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates
support ESOL students in accessing the core curriculum as they learn language and academic content together.

Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4: Assessment
Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Domain 5: Professionalism
Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.
PROFESSIONAL JOURNALS, ORGANIZATIONS, AND WEB SITES:

List of Related Journals:

- Academic Writing
- Asian Journal of English Language Teaching
- Bilingual Research Journal
- CALL EJ Online
- Computer Mediated Communication Journal
- Computers and Composition
- Currents in Electronic Literacy
- English Language Teaching
- English Teaching Forum
- JALT Journal
- Journal of Computer Mediated Communication
- Kairos (an on-line journal)
- Language Learning
- Language Learning and Technology
- Modern Language Association Journal
- Reading Online
- Teaching English as a Second Language or Foreign Language Journal (TESL-EJ)
- Teacher Trainer Journal
- TESOL Quarterly
- The Electronic Journal for Computer Writing, Rhetoric & Literature
- The Internet TESOL Journal
- The Journal of the Imagination in Language Learning and Teaching

Professional Organizations

National Association for Bilingual Education (NABE)
NABE is the national organization for bilingual educators. NABE produces a journal and a newsletter. The website has a page on Frequently Asked Questions in bilingual education.
Web: http://www.nabe.org/

Teachers of English to Students of Other Languages (TESOL)
International professional organization for those concerned with the teaching of English as a second or foreign language. TESOL members receive the bimonthly newspaper TESOL Matters, as well as the scholarly research journal TESOL Quarterly and/or the
practitioner's magazine, TESOL Journal. Each journal is published four times per year. Web: http://www.tesol.org/

Other Professional Organizations:

- TESOL
- CALICO
- American Association for Applied Linguistics
- CATESOL
- Nonnative English Speakers in TESOL Caucus
- TESOL Program at Cal State LA
- California Department of Education
- Center for Applied Linguistics
- International Society for Technology in Education
- California Association for Bilingual Education

Testing Links:

- International Language Testing Association
- Resources in Language Testing
- Association of Language Testers of Europe
- International English Language Testing Service
- Test of English as a Foreign Language
- University of Cambridge ESOL Examinations
- Fair Test Organization

Recommended Data Bases:


On-line computer databases from CSA: Linguistics and Language Behavior Abstracts

EBSCOHost: ERIC

Print indexes: Education Index, Linguistics and Language Behavior Abstracts.

You may use ERIC or any of the available databases to locate journal articles.
Note for Students with Disabilities

Under the American with Disabilities Act and Section 54 of the Rehabilitation Act of 1973, Colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the Student Life Office. If student require such services please see your instructor by the second class of the semester.