College of Education

Vision Statement
We develop educational leaders who create tomorrow's opportunities.

Mission Statement
Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Department of Educational Specialties

BME 480: Parent & Community Involvement in Bilingual & ESL Programs, Sec. 1
Spring 2019 – 3 Credit Hours – There are no prerequisites for this class – Online

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FAX: 928 523 1929  Mailing address: Box 5774, Flagstaff, AZ 86011
Office Hours: Mon. & Wed. 10:30-11:30 & Tues. & Thurs. 2:30-3:30

Course Purpose
The overall purpose of this course is to provide undergraduate students with strategies for facilitating community participation in the education of minorities. This is an on-line course using Blackboard which includes threaded discussions, the viewing of videos and Powerpoint slides, and the submission of textbook reflection and other papers.

Student Learning Outcomes
At the conclusion of this course successful students will be able to:
1. Discuss various definitions and uses of culture and how culture relates to schooling.
2. Identify characteristics of a community, its development over time, the nature of family and social life, and the implications of those characteristics for instruction.
3. Understand the role of the school in the community and the implications of this for classroom instruction and family involvement.
4. Identify the nature of home, school, and community language use and the implications of such language use for instruction.
5. Apply knowledge of school, community, and family culture in maximizing the role of family in the instruction of their children.
6. Describe several community involvement programs.

Assessment of Student Learning Outcomes (will be based on)
Weekly discussions: Read the weekly assigned readings and other materials located under class materials in BB Learn and respond to the discussion prompts in BB Learn. Your reflection should be at least 300 words long and must show that you read and thought about all the selections in the assigned readings; you don’t have to agree with their content. Except for the interview, these are all worth up to 5 points, including making two responses to your classmates’ postings at least 75 words long, which must also show you read and thought about their postings. In other words, don’t just write “I liked your posting.” You will be graded on your grammar and spelling as well as the clarity of your writing and its relevance to the topic of each discussion. Post your reflections and responses by the end of the week they were assigned (by 12 midnight Sunday).

Web site review: Using Google, Yahoo or another popular search engine, do a search of the term “parent involvement” and some related topic of interest to you and describe 5 web sites that you think would be especially useful for you as a teacher. Describe briefly each web site giving a few examples of the content that you think are useful for teachers. (One or two paragraphs for each web site). Do not just look at the first five sites your search gives you.

Papers: The course calendar contains four, three full-page papers (typed, double spaced, 12 point times typeface with 1” margins) related to the assigned class readings. Please reference them APA style (the style used in Valdés’ book). Give page numbers for all quotes. Don’t have a separate title page or abstract with your papers and put your name in the upper right-hand corner of all your papers.

Interview: Investigate the school experiences of a linguistically and ethnically/culturally diverse adult (18 or older) individual. I suggest a first paragraph giving some information about who you interviewed including some information about the education level, work experience and social class of their family (don't use their real name or any personal details that could identify that person), then the results of the interview in essay format (not question & answer format)
and a concluding paragraph on how a teacher might have helped this person or one like him or her when in school. Some questions that can be asked are: what support did their family give them to do well in school, did the person experience any racism/prejudice in school? Did any of their teachers or school experiences particularly stand out in their memory and why? Did the schools curriculum/textbooks reflect their culture/background? (At least two full pages). You can use material from your interview in your Blackboard discussion entries when relevant.

"Walk a mile in my shoes:" Read an autobiography or biography of someone from a minority group (not your own) and write a report on what you learned it is like to be a member of that group (3-5 typewritten pages). What might you as a teacher do differently as a result of reading this book? A suggested list of books is available on BB Learn. Any book not on the list needs prior approval by the professor. Avoid biographies and autobiographies of musicians and sports figures.

**Community Profile:** Pick a school that serves ethnic minority and ESL students and describe it and the resources in the community that you could use to help your students be more successful. Sample community profiles can be found in the BB Learn as well as the assignment description and grading rubric.

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**Grading System**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Weekly Discussions</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Web Site Review</td>
<td>20</td>
<td>4%</td>
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<tr>
<td>Three page Papers (4 of them)</td>
<td>80</td>
<td>16%</td>
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<tr>
<td>Interview</td>
<td>35</td>
<td>7%</td>
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<tr>
<td>&quot;Walk a mile&quot; Report</td>
<td>40</td>
<td>8%</td>
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<tr>
<td>Community Profile</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>20%</td>
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**TOTAL POINTS** 500 100%

**Grading Statement:** An "A" grade implies exceptional performance, including bringing in information in your essays from sources outside this class and the textbook. A "B" grade indicates good quality work. A "C" grade indicates acceptable work, but work that could use some improvement, usually both in improved writing skills as well as in content knowledge. A "D" grade indicates a student needs to study harder and probably needs to take advantage of the NAU writing lab. An "F" grade indicates a student needs to make a major effort to improve the quality of their classwork.

**Readings & Materials**

Valdés, Guadalupe. (1996). *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools* (New York: Teachers College Press) plus other assigned readings as described/and or provided in BB Learn (see “Discussions” and “Materials”) in BB Learn.

**Course Outline**

(See Blackboard discussions as well for reading assignments, etc.)

Weekly discussions with associated readings as described in Blackboard need to be completed by Sunday of the week they are assigned.

- **Week 2 (1/21):** First three-page (typed, double spaced) paper on the effects of assimilationist education on ethnic minority students and their parents due based on assigned class readings and videos.
- **Week 3 (1/28):** Web site review due.
- **Week 4 (2/4):** Second three-page paper due discussing the three theories/arguments that Valdés presents in chapter 1 on why minority students often don’t do well academically in U.S. schools. What theory do you think is the most compelling explanation of student academic performance?
- **Week 6 (2/18):** Third three-page paper due on the characteristics of immigrant families Valdés presents in chapter 2 the affect these characteristics can have on their children’s school success.
- **Week 7 (2/25):** Midterm Exam
- **Week 8 (3/4):** Interview due
- **Week 9 (3/11):** Fourth three-page paper comparing and contrasting modern American (mainstream middle class) and “traditional” (as discussed by Valdés in chapter 6 and class videos) child-rearing techniques and explaining (with reasons) which approach you think is better.
- **Week 11 (4/1):** "Walk a mile in my shoes" book critique due.
- **Week 13 (4/15):** Community Profile due. This is a TESOL Signature Assignment. Please be sure to follow the assignment guidelines with attention to the assignment rubric. It must be uploaded into BB Learn.
- **Week 16 (5/6):** Final Exam (All assignments and tests must be completed and turned in by Thursday of Week 16)
Class Policies

1. You need to check BB Learn for messages at least once a week to receive updates on deadlines and other class information.
2. Papers handed in late without a valid excuse (medical, sports, etc.) may lose points.
3. If you are unable to take an exam at the regularly scheduled time, notify the instructor before the exam.
4. Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower your grade. Papers, unless otherwise indicated, must be typed double-spaced in "Times" (like this syllabus) or similar typeface with 12 point type and 1" margins. Use APA reference style.
5. Students are permitted and encouraged to proofread and critique each other's assignments.
6. Make a copy of every assignment before you submit it to the instructor. Keep returned copies of all graded assignments until you have received your final grade and are satisfied with it.
7. In the event of an unusual final point distribution, the final point requirements may be lowered. This will be solely at the instructor's discretion.
8. Assignments submitted as a requirement for another class cannot be submitted for this class. All assignments should be the original work of the student completed for this class.
9. Plagiarism is defined as knowingly using the work of others and presenting it as your own. Academic dishonesty includes cheating on tests or lying about class work. If an individual engages in these activities the NAU Student Handbook policy will be followed. If you take more than three words in succession from a source, put them in quotation marks and cite your source! Plagiarized work will receive an F (zero points).

University Policies

ACADEMIC INTEGRITY
NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU’s online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at https://policy.nau.edu/policy/policy.aspx?num=100601.

COURSE TIME COMMITMENT
Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

DISRUPTIVE BEHAVIOR
Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's disruptive behavior policy at https://nau.edu/university-policy-library/disruptive-behavior.

NONDISCRIMINATION AND ANTI-HARASSMENT
NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical
consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at https://nau.edu/equity-and-access.

TITLE IX
Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at http://nau.edu/equity-and-access/title-ix.

ACCESSIBILITY
Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at https://nau.edu/disability-resources/student-eligibility-process or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH
Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at https://nau.edu/research/compliance/research-integrity.

SENSITIVE COURSE MATERIALS
University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.