

Education and Language Learning in the Dominican Republic

February 17-22, 2017

Hunter College School of Education
City University of New York
MA in TESOL Program
Course Syllabus

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COURSE DESCRIPTION



In this special topics, 15-hour CTLE non-credit international service learning course, participants will delve into the opportunities and challenges of language teaching and education in the Dominican Republic by directly experiencing teaching English in public schools. Participants will simultaneously engage in coursework, local cultural travel, and engagement with faculty and local educators.

COURSE OBJECTIVES

Students will:



- Demonstrate an understanding of English language teaching and issues relating to the education of Dominican students;
- Demonstrate cross-cultural communication skills and understanding of the role of cultural issues in English language teaching;
- Reflect critically on a range of key issues impacting English language teachers working in low-resourced contexts.

COURSE PHILOSOPHY



Hunter College has a long tradition of teacher education and serving our multilingual and multicultural community.

In this course we will be expanding our personal and professional horizons within the field of TESOL and representing the best qualities of our institution while travelling. Every interaction is full of meaning and every encounter will be an opportunity to learn and grow. I look forward to this journey together!

COURSE TOPICS



- 1 World Englishes and the Globalization of English
- 2 Post-Colonialism and English as an International Language (EIL)
- 3 Social and Educational Contexts of EFL Classrooms
- 4 EIL Curriculum and Assessment
- 5 Intercultural communication skills

GRADING

Event Engagement
Exploring Teaching Project



50%
50%

100%

COURSE EXPECTATIONS



PREPARED

Be prepared, focused and ready to learn something new in every encounter.



RESPONSIBLE

Ensure all assignments are submitted according to deadline. Event attendance and punctuality are essential.



PROACTIVE

Engagement and participation in all our settings is essential.



RESPECTFUL

We will be guests so gratitude and care is so important. Encourage one another and make real connections.

Exploring Teaching Project

Choose a particular aspect of working with English language learners and teachers that interests you—research it, engage with it while we are in the Dominican Republic, and connect it to an application for teachers/schools.



Using data collected from your time in the DR (interviews, discussions, observations, documents, artifacts, videos, student work, etc), analyze how teachers or schools could better address the needs of ELLs.

Sections of the paper should flow as: (1) introduction to the issue; (2) description of your inquiry into the issue, with a description of the data you collected/research on the topic (include 3-5 research connections); and (3) findings and their implications for you and for teachers/schools.

Total length should be about 2,000 words and be presented in APA style.

HUNTER COLLEGE POLICIES



STATEMENT REGARDING ACADEMIC INTEGRITY

Resolution on Student Academic Integrity and Plagiarism
Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantages, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

It is also resolved, "that the faculty at Hunter College are encouraged to use commercial and non-commercial devices to prevent and detect some forms of plagiarism and to educate and promote student commitment to academic integrity."
Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and is called plagiarism.

It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms or statements encountered must provide full citations in an appropriate form, (p. 12 of the graduate catalog and p. 49 of the undergraduate catalog).

Grading System (from the Hunter College Graduate Catalog)
Passing in this course requires a grade of B or higher because of the high number of fieldwork hours. If you receive a B- or lower you will need to re-take the course.
A+ 97.5 - 100% 4.0 A 92.5 - 97.4% 4.0 A- 90.0 - 92.4% 3.7
B+ 87.5 - 89.9% 3.3 B 82.5 - 87.4% 3.0 B- 80.0 - 82.4% 2.7
C+ 77.5 - 79.9% 2.3 C 70.0 - 77.4% 2.0 F 77.0 - 69.9% 0

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 or TTY (212) 650-3230.