



## **New Faces Online**

### **Course Outline**

#### **Course Description**

Teachers across America are looking into the eyes of new faces. Demographic shifts are both informing and alarming, and assure that classroom teachers will be seeing “new” faces in ever growing numbers. This will be true as long as this great country offers hope and opportunity to the world; they will keep coming, both legally and illegally. The children of immigrants are bringing to our classrooms new and formidable challenges and now is the time to prepare to meet those challenges. This course has been designed to provide skills and knowledge that will empower the classroom teacher to meet the needs of “new faces,” and at the same time improve the educational opportunity for all students.

#### **Objectives**

- Create a perspective on immigration
- Create a definition of immigration
- Analyze issues associated with immigration
- Assess the relationship between stereotyping and myths
- Analyze myths associated with an immigrant
- Examine the U.S. Census Bureau demographics
- Deduce trends that predict present and future immigration growth
- Produce an overview of the history of immigration
- Compile an analysis of Plyler vs. Doe
- Differentiate between “individualism” and “collectivism”
- Compare and contrast values associated with “individualism” and “collectivism”
- Justify how much assimilation is essential
- Critique research “bullets” regarding immigration
- Compare and contrast three theories that can be used to analyze newcomer educational issues
- Distinguish blocks to newcomer assimilation
- Relate sources of miscommunication between newcomer parents and school personnel
- Incorporate guidelines for developing Newcomer Parent Involvement Programs
- Differentiate among “ethnic,” “culture,” and “social”
- Use the differentiation of ethnic, culture, and social to analyze newcomer issues
- Complete an attitude survey
- Characterize the benefits of Action Research
- Review the Cross Culture Parent/Teacher Conference
- Articulate a question regarding assimilation of newcomers
- Produce a product to assimilate course information.

## **Curriculum Design & Time Requirements**

Participants will pursue a “mastery” learning pedagogy based on a one-to-one tutorial with the course instructor. Activities are experience-oriented with assignments providing opportunities to apply what is covered during delivery of the course. This is an online sixty-hour, three credit graduate level course completed over a thirteen-week period.

## **Hardware & Computer Skill Requirements**

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active e-mail account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Microsoft Internet Explorer, Safari, Mozilla Firefox etc.

## **Course Materials**

The required textbook for this course is *Bridging Cultures Between Home and School: A Guide for Teachers*, by Else Trumbull. Supplemental content was selected from a range of sources included in the bibliography. A variety of readings will be referenced throughout the course.

## **Session Outline**

### **Session 1: Immigration Issues**

#### **Contents:**

1. Initiate a perspective on immigration
2. Define immigration
3. Identify issues associated with immigration

### **Session 2: Stereotypes and Myths**

#### **Contents:**

1. Develop a relationship between stereotyping and myths
2. Identify myths associated with an immigrant
3. Review the U.S. Census Bureau demographics

### **Session 3: History of Immigration**

#### **Contents:**

1. Identify trends that predict present and future immigration growth
2. Recognize via law immigrant rights
3. Complete an overview of the history of immigration
4. Complete an analysis of Plyer vs. Doe

### **Session 4: Cultural Issues**

#### **Contents:**

1. Differentiate between "individualism" and "collectivism"
2. Name values associated with individualism and collectivism
3. Address the issue of how much assimilation is essential

### **Session 5: Research and Analytical Theories**

#### **Contents:**

1. Review research "bullets" regarding immigration
2. Study three theories that can be used to analyze newcomer educational issues
3. Reach three important generalizations

## Session 6: Assimilation Blocks

### Contents:

1. Identify blocks to newcomer assimilation

## Session 7: Parent Involvement

### Contents:

1. Identify sources of miscommunication between newcomer parents and school personnel
2. Identify guidelines for developing Newcomer Parent Involvement Programs

## Session 8: Culture/Value, Ethnicity, and Social

### Contents:

1. Differentiate among "ethnic," "culture," and "social"
2. Use the differentiation to analyze newcomer issues
3. Complete an "attitude" survey

## Session 9: Teachers as Researchers

### Contents:

1. Develop an understanding of Action Research
2. Revisit the "Cross Culture Parent/Teacher Conference"
3. Articulate a question regarding assimilation of newcomers

## Session 10: Meeting the Challenges

### Contents:

1. Review what has been covered during this course
2. Consider the primary challenge immigration creates

## Grading

Assignment	Points	Grading Scale
Talking Points	20	100 – 93 <b>A</b>
Assignments	40	92 – 85 <b>B</b>
Lesson Plans	20	84 – 77 <b>C</b>
"Must See" Reviews	20	
<b>Total Points</b>	<b>100</b>	

## Student Requirements

1. Actively participate in all activities.
2. Complete all assignments and submit a reflection of each
3. Develop a lesson plan that "bridges" assimilation and differentiation
4. Prepare a brief review of each "Must See" link

## Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.