



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 *Belonging: How Social Connection Can Heal, Empower, and Educate Kids* 1st Edition, by Dustin Bindreiff. 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	A
Assignments	40	92 – 85	B
Lesson Plans	20	84 – 77	C
"Must See" Reviews	20		
Total Points	100		

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.

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