



*center for
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CICE
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Student Training Handbook

Please register at www.projectsshine.org by clicking on "SHINE Student Registration."



INTRODUCTION TO SERVICE-LEARNING THROUGH PROJECT SHINE

In general, service-learning blends the skills and abilities of students with the community where applied work provides the opportunity to grasp academic theories. Through the SHINE program, students work with immigrants and refugees over the age of 50 who are seeking United States citizenship, and help them to build their basic English abilities and/or prepare them for the citizenship interview and test.

To help you better understand the training you are about to receive, it is necessary to establish a SHINE service-learning vocabulary. For the purpose of this training, terms are used as follows:

<i>Tutors (students):</i>	College student participants.
<i>Learners (elders):</i>	Immigrant participants.
<i>Immigrants:</i>	People living in the United States who were not born here.
<i>Bi-lingual students:</i>	Students who are fluent in English and at least one other language, and who are, typically, personally connected to or identified with an immigrant group.
<i>Tutoring:</i>	Independent work by college students with immigrants entailing establishing learners' goals, lesson planning, diverse materials and methods and tutor-developed lessons.
<i>Coaching:</i>	Drilling and practice for the citizenship exam, within an organization's citizenship class, under the overall guidance of a citizenship class teacher, and teacher-developed lessons.
<i>Site/Community Partner:</i>	Community site where student-community activities take place.
<i>Faculty (Professor):</i>	Your on-campus instructor.
<i>Host Instructor:</i>	The site instructor.

PROJECT SHINE STUDENT GOALS

- To expand and enhance cultural knowledge -- of one's own culture, and of the cultures of others.
- To build citizenship and leadership knowledge and skills.
- To provide opportunities for building intergenerational relationships and experience.
- To engage students in a substantial and relevant community service project.
- To provide the opportunity for students to work with formal academic knowledge in applied settings.

STUDENT ACTIVITY OVERVIEW

The primary SHINE activity is English and citizenship tutoring or coaching.

Coaching

When students coach, they work with learners during a regularly scheduled class. Class members are selected to work individually or in small groups with the coach who will practice with them the questions and answers needed for the citizenship exam and interview, and/or general language learning, along with other work the classroom instructor suggests.

Tutoring

When students tutor, they do not work within existing classes. Instead, the student is matched with a small group of learners. Tutors and learners meet at a specific location and time, and are responsible for assessing learners' goals, planning lessons, and finding suitable materials.

WORK RESPONSIBILITIES AND EXPECTATIONS

Training

Students are required to attend a training session(s) to learn about working cross-culturally, with older learners, with people with limited or no English ability, and with individuals who may not be literate in their own language.

Tutoring/Coaching Commitment

- Minimum 2 hours per week.
- Holidays and school breaks should be planned for between tutor and learner.
- The tutor should let the learner know as much in advance as possible when there will be a break in the tutoring. Tutors should prepare work for learners to do on their own over this time break.

Assessments and Goal Setting

Students assess the learner concerning a pre-determined criteria. These assessments can be used to set goals with the learner. Language assessments may range from the formal to the informal, or the information may be provided by the classroom teacher in a coaching situation.

Planning

Tutors are expected to plan their lessons under the direction of the host Instructor when applicable and be prepared for each session with the learner.

Reliability and Accountability

A tutoring commitment should be taken seriously. The learner and the site coordinator depend upon you. Please contact the site coordinator as soon as possible if you cannot keep your regularly scheduled hours. If you make an agreed-upon change of time with your learner, be sure to notify the site coordinator as well.

How to Cope with Problems

Please communicate recurring problems to your site coordinator and instructor immediately. If a situation should arise:

- **Analysis** — Is the problem one of communication and misunderstanding? Is language interfering with clear communication? Is the problem concerning schedules, site conditions, or number/level of learners? Is the problem grounded in personal issues?
- **Communication with Parties** — Is there any way to reorganize, reschedule or rethink the problem to find a solution? Can someone's schedule be changed? Is there a need for additional materials, space, or support? Seek advice or guidance from your instructor or other trusted supervisor.
- **Find Peer Support** — Find other students at your site and exchange phone numbers or e-mail addresses. It sometimes helps to talk with others who are having similar experiences to discover and share ideas and strategies.

CODE OF CONDUCT

1. Students are required to work under the direct supervision of the specified agency contact person.
2. Students should use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than competition, comparison, and criticism. Students should respond to program participants with respect and consideration, and treat all participants equally regardless of sex, race, religion, sexual orientation, or culture.
3. Students should conduct themselves in a professional manner in the presence of participants, children, parents, and staff.
4. Student attire should be appropriate for the environment.
5. Students will provide a positive role model for participants by maintaining an attitude of respect, confidentiality, patience, courtesy and tact.
6. Students may be restricted from meeting with program participants outside of the service agency. Please check with your course faculty member to verify your particular campus policy.
7. Students are not to transport program participants in their own vehicles, again check with individual campuses for policy.
8. The use of drugs, alcohol and profanity are prohibited.

REFLECTION

One of the most important aspects of performing service learning is the reflection component. It gives you, the student, the opportunity to demonstrate the outcome of your learning. Your course instructor has carefully identified learning objectives for you. In some cases, your tutoring/coaching experiences will be recorded in a learning log or journal, or may be used as a springboard for projects such as lesson plans, videotapes, oral histories, or other meaningful expressions. The form in which your reflection takes place is up to each individual course instructor, however, all students involved in a community service learning course participate in this exercise. Your course instructor will identify more precisely his/her expectations of you during your service learning experience.

ASSESSMENT

Directions for Conducting Learner Assessment:

Welcome to the wonderful world of assessment. Most of us think about assessment as something other people do to us, so it may seem strange for you to assess others. However, assessment is an important activity within the program since it can help us understand what learners gain from our efforts. The information you collect will benefit a range of stakeholders:

- It should help you be more purposeful as you plan your lessons to meet your learners' needs;
- It should help the program track its impact on learners; and
- It should help learners reflect on their own growth and development as a result of your efforts.

The assessments focus on three areas: *language, citizenship and community involvement.*

Language Assessment:

Copies of Pre and Post Language Assessments will be included in the tutoring and coaching binders, along with step-by-step instructions for how to administer the assessments. Students will be responsible for administering a Pre and a Post Language Assessment to each learner.

Citizenship Preparation Assessment:

If you are assigned to a citizenship class as a coach or if you are doing citizenship tutoring, you must administer a pre and a post citizenship preparation assessment which will be filed in the SHINE binder in the classroom or in your possession. This assessment is focused on your learners' efforts in preparing for citizenship. While you can check off several boxes to describe how your learner responds to your questions, the total points should be calculated only on the number of CORRECT responses. Enter this total score at the end of each section.

Community Involvement Checklist

This assessment is designed to record what your learner can do in the community outside of class. Because you will use the SAME assessment form at the beginning and end of instruction, you will need to record information in a different way than for the other assessments. You will need to show what students can do at two different times. Therefore, instead of checking items, enter a DATE (reflecting the day that you assessed the learner) in the appropriate box. Here are the steps:

- For each item, first determine whether or not your learner can do something. For example, for, 'Talk with people outside of your family: talk to neighbors,' you would ask your learner if he/she could or could not do this activity. If they cannot do it, enter the date you are asking the question and then go on to the next item. If they CAN, enter the date in this box.
- For learners who can perform an activity, you will need to gather additional information. We'd like to know the circumstances under which they can do it. Can they do it in their native language? In English? How about whether they can do it with help (from another family member or a friend) or if they can do it all by themselves. You can check off more than one box after the Can Do column to help 'describe' what learners have told you. For example, a learner may say that she can talk to neighbors in her native language with help from her grandchild. Then you would check off: can do, in native language, with help.

- There is a column entitled ‘Want to learn.’ Fill this in (with the date of the interview) if this activity is something your learner wants to focus on. This column should help direct what you do in your sessions with the learner.

Your observations:

As you well know, sometimes the little boxes and categories that make up an assessment don’t fit the learning situation. They may not reflect what you see occurring with your learner or they may be hard to use. Unlike most standardized tests, these assessment tools can be modified. In fact, we would appreciate your feedback for improving them. If you have suggestions for making these assessments a better reflection of what your learners can say or do, or if you have ideas for making them easier to use, please let us know. You can jot your comments on a blank form or write us a note. We welcome your feedback.



ESL LITERACY LEVEL GUIDELINES

ESL Beginning Literacy Level

Level description:

- Work:** Students are unable to function unassisted in any situation which requires the reading and writing of English.
- Listening:** Students are unable to understand conversation in English.
- Speaking:** Students depend mainly on their primary language or some basic gestures for communication.
- Reading/Writing:** Students have had limited, if any, formal education in their primary language. They have virtually no skills in reading or Writing English. Occasionally, students who can print or write their names and addresses in their primary language are able to do the same in English. If they can read and write their primary language, they probably use a non-Roman alphabet.
- Comprehensibility:** Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing with non-native speakers have difficulty understanding them.

ESL Beginning-Low Level

Level description:

- Work:** Students cannot function unassisted in a work situation which requires English. They can handle only very routine work situations that do not require oral communication in English and in which all tasks can be easily demonstrated.

Listening:	Students may demonstrate comprehension of a few isolated words and phrases, but they are unable to understand conversation.
Speaking:	Students depend mainly on gestures, a few English words, or their primary language for communication.
Reading/Writing:	Students may have reading and writing skills in their primary language or have successfully completed instruction at the ESL beginning literacy level. However, they have no skills in reading and writing English except for recognizing some letters of the alphabet and single-digit numbers. Sometimes, they can write their names and addresses.
Comprehensibility:	Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing non-native speakers have difficulty understanding them.

ESL Beginning-High Level

Level description:

Work:	Students can function in a limited way to meet immediate needs at the workplace. They can handle routine work situations that involve only the most basic oral communication skills on a non-technical level and in which all tasks can be demonstrated.
Listening:	Students are able to comprehend a range of high-frequency words used in context.
Speaking:	Students can communicate survival needs using very simple learned phrases and sentences.
Reading:	Students are able to get limited meaning from print materials with successive re-reading and checking.
Writing:	Students are able to copy isolated words and phrases and generate short sentences based on previously learned material.
Comprehensibility:	Students can sometimes make their basic needs understood if context strongly supports interaction and in situations with English speakers who are used to dealing with non-native speakers.

ESL Intermediate-Low Level

Level description:

Work:	Students can handle entry-level jobs or job training situations that involve limited oral communication skills on a non-technical level if tasks can be clarified orally or demonstrated repeatedly when communication breaks down. They have difficulty in interpreting written directions.
Listening:	Students comprehend conversation containing some unfamiliar words when the words are used in familiar contexts. In the face-to-face conversations, they can understand basic meanings.

Speaking:	Students can participate in basic conversations in routine social situations. Hesitations, misunderstandings, and errors may be frequent.
Reading:	Students can read simplified material on familiar subjects and can get limited meaning, with teacher assistance, from some authentic materials dealing with everyday matters.
Writing:	Students have sufficient control of the writing system to meet limited practical needs. They can write short messages or notes within the scope of their limited language and experience but with some errors in word order. They can generate sentences into short, loosely organized paragraphs related to survival skills and personal topics but with frequent errors.
Comprehensibility:	Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing with non-native speakers have difficulty understanding them.

ESL Intermediate-Low Level

Level description:

Work:	Students can handle entry-level jobs or job training situations that involve limited oral communication skills on a non-technical level if tasks can be clarified orally or demonstrated repeatedly when communication breaks down. They have difficulty in interpreting written directions.
Listening:	Students comprehend conversation containing some unfamiliar words when the words are used in familiar contexts. In the face-to-face conversations, they can understand basic meanings.
Speaking:	Students can participate in basic conversations in routine social situations. Hesitations, misunderstandings, and errors may be frequent.
Reading:	Students can read simplified material on familiar subjects and can get limited meaning, with teacher assistance, from some authentic materials dealing with everyday matters.
Writing:	Students have sufficient control of the writing system to meet limited practical needs. They can write short messages or notes within the scope of their limited language and experience but with some errors in word order. They can generate sentences into short, loosely organized paragraphs related to survival skills and personal topics but with frequent errors.
Comprehensibility:	Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing with non-native speakers have difficulty understanding them.

ESL Intermediate-High Level

Level description

- Work:** Students can function independently in their jobs, handling job training and work situations that involve oral communication skills on both a non-technical and technical level. Written directions and materials may need to be simplified or clarified orally. Students at this level may offer help to beginning-level workers.
- Listening:** Students comprehend conversations containing some unfamiliar vocabulary.
- Speaking:** Students have some ability to participate in face-to-face conversations on topics beyond their survival needs. They have the ability to clarify meaning by asking questions or by simply re-wording.
- Reading:** Students can read simplified materials on familiar subjects and have limited success when attempting to read some authentic materials.
- Writing:** Students can generate simple sequential paragraphs related to survival skills, personal topics, and non-personal topics with some errors.
- Comprehensibility:** Students can usually be understood with some effort by English speakers who are not used to dealing with non-native speakers.

ESL Advanced Level

Level description:

- Work:** Students function effectively in familiar work situations. They can handle job training and work situations that involve oral communication skills both among fellow employees and with the public, although pronunciation difficulties may inhibit communication somewhat. With some clarification or assistance, these students can interpret written materials which are technical and work-related.
- Listening:** Students can comprehend conversations on unfamiliar topics and are beginning to understand essential points of discussion or speeches on topics in special fields of interest.
- Speaking:** Students can engage in extended conversation on a variety of topics but lack fluency in discussing technical subjects. Students generally use appropriate syntax but lack through control of grammatical patterns.
- Reading:** Students can read authentic materials on everyday subjects and non-technical prose but have difficulty reading technical materials.
- Writing:** Students can write routine correspondence and paragraphs about previously discussed topics, demonstrating control of basic grammatical patterns. Errors are common when using complex structures.
- Comprehensibility:** Both oral and written communication of the students can be understood by English speakers not used to dealing with non-native speakers, but with difficulty.

Note to the Student:

Please use the ESL Level Guide as a reference tool in choosing your service learning location.



CULTURE AND AGING

CULTURAL DIVERSITY THROUGH PROJECT SHINE

Adult Korean and Latino Learners

Below you will find some similarities and differences concerning the learners you will encounter through Project SHINE. These characteristics are not intended to reflect a portrait of *all* learners within a culture, rather they are to help you become more familiar with diversity and raise your sensitivity and awareness of the many peoples that make up our regional culture.

	Korean	Latino
Attendance	Regular	Less Regular
Learning Habits	**Prefer listening to an instructor, copying and memorizing. However, these days Korean teachers promote students to participate more actively in class (<i>lecture-style teaching</i>)	**Prefer learning by songs through music, taking part in discussions. Audio learners. (<i>pair and group work</i>)
Learning Attitudes	Tend not to volunteer in discussions because they are not very used to it (<i>structure student participation</i>)	Prefer to share information and participate in discussions. Tend to choose seats in the front of the classroom. (<i>avoid monopolizing the floor</i>)
Greetings	Older students prefer not to be addressed casually by name. Younger students prefer to be casual. (<i>ask first</i>)	More casual attitude toward being addressed by name. Enjoy the socialization. (<i>ask first</i>)
Public Demonstration	Prefer not to be the center of attention. Ex) They are not used to giving a presentation in front of class. (<i>However, let them know that it is important to learn public speech in US classroom.</i>)	Have a greater comfort level with open participation. (<i>take advantage</i>)
Language Patterns	-Write from left to right -Has its unique writing system (Han-Gul) -Grammar system is very different from English (Subj + Obj + Verb)	-Polysyllabic -Roman alphabet -Write from left to right (<i>use to the students' advantage</i>)
Popular Food	-Kim Chi -Bul Go Gi (Korean BBQ without bones) -Gal Bi (Korean BBQ with bones) -Bi Bim Bob (rice topped with mixed vegetables) -Rice	-Taco -Burrito -Spicy dishes -Rice -Tortillas -Hibiscus Tea
Educational Goals	Many students learn English to pass the university entrance exam or to get a good	Prefer to develop their individual abilities. (<i>emphasize the importance of exams</i>)

	job.	
Entertainment	TV dramas, modern pop music, casual hang-out with friends, karaoke.	Modern music, comedy, drama, cards.
Personality Characteristic	Think about what others would think about themselves a lot (<i>restriction in behavior</i>) Tend to take action fast (<i>popular expression bbali bbali!</i>) Respect senior citizens Like to be in a group and act together (<i>opposite to individualism</i>)	Share opinions openly and straightforwardly. Feel proud and confident when speaking about themselves. (<i>easier fit with US expectations</i>)

** “Prefer” does not mean that you have to do things only the way students expect you to or the way they are used to. It means that you need to:

1. Explain why you do things the way you do
2. Use a variety of approaches and techniques to reach everyone
3. **Help those who resist or are unfamiliar with a particular approach to adapt to new approaches or technique**

HEALTH ISSUES AFFECTING SOME ELDERS

Becker, A. (2000). Citizenship for Refugee Elders, Catholic Legal Immigration Network, pp. 48-66.

What instructional strategies could you use to address some of these health issues which affect elder learners?

Ex. Alcoholism.

Develop a policy about classroom attendance under the influence of alcohol or drugs and enforce it
Provide learners with explicit information on the effects of alcohol on the learning process
Provide referrals to appropriate alcohol treatment facilities

HEALTH ISSUE

Alcoholism

Alzheimer's Disease/Dementia and Memory Loss

Arthritis

Dental Problems

Depression

Diabetes

Depression

Hearing Impairment: tinnitus, conductive hearing loss, sensorineural hearing loss

Heart disease

Hypertension

Mobility challenges

Parkinson's disease

Stress and Post-traumatic Stress Disorder

Urinary Incontinence

Vision Problems: cataract, age-related macular degeneration, presbyopia, glaucoma, diabetic retinopathy

WORKING WITH OLDER ADULTS FOR PROJECT SHINE

The Institute of Gerontology

Dr. Pauline Abbott

1. Older learners tend to be more cautious before giving an answer. They want to be sure and correct and may take longer to respond.
2. ***Older learners need to be given time to learn new information. It needs to be paced. Everyone is different in their learning time frame.***
3. Older learners need to have new information linked to something familiar. Analogies, examples, stories all help. Try to link new information to something you can identify in their culture or background.
4. ***Attempt to place yourself in the room so that you are the center of attention without distractions from windows, shiny boards, or extraneous noises.***
5. Remember that older learners may also have physical ailments (arthritis, chronic pain), try to have them be comfortable and allow stretching or movement at least every 10-15 minutes. Pain overcomes attention, and hard seats are not conducive to long periods of sitting and learning.
6. In some cultures it is not respectful to ask questions and learners expect to be given information in lecture style, however, with age it becomes important to practice new learning and so there can be a conflict between what is culturally preferred and the way learning takes place. Interactions, feedback, practice, discussion is very important to help older adults form the necessary memorization patterns.
7. Because of the diversity of the older learners there will be many things that they will help to teach each other as well as the instructor. Take time to listen, take time to let them discuss, talk, and rehearse what they are learning, but keep the task of the learning in mind.
8. ***Be supportive – do not criticize or chastise if information is given back incorrectly. Use constructive methods to build on knowledge.***
9. Ask how the older learner would like to be addressed – if they ask you to use a first name that is fine, but they may prefer to be addressed by Mr. or Mrs. Please be respectful of their preference.
10. Repetition, repetition, repetition. As new information is added continue to review previous material but make the learning fun for them and for you.



LIFE IN THE CLASSROOM

NOW WHAT??

Tricky Situations You May Encounter in Project SHINE

Directions:

- 1. Read through your assigned problem(s).**
- 2. Spend several minutes brainstorming possible solutions to your problem with the other people at your table. Then, choose what you think is the best solution to your group's problems.**
- 3. At the end of the activity, all the groups will read their problems aloud and share their best solution idea with everyone.**

1. On one of the first meetings with the student, you help him complete an in-class assignment because it appears that he is having difficulty. The next time you are working with the student, he waits for you to help him complete his work. When you attempt to explain to the student that he needs to try to complete the task, he doesn't understand you and still expects you to give him the answers.
2. The student has a friend or relative in class who translates everything, especially instructions. The student will not get started on something until the translation takes place. You've been told by the instructor to have the student use translation only after every other attempt at clarification/explanation has failed, but the student still insists on the translation.
3. The student keeps making the same errors over and over again. You keep correcting her but each time the same mistake comes up.
4. The assignment is very easy for the student and she finishes well before the rest of the class. She quietly sits and waits for the rest of the class to finish, but she appears to be frustrated by this obvious waste of her time.
5. The student is very efficient with the exercise given in class but will not raise her hand when the class comes back together to review. You encourage her and tell her that her answers are correct, but she still won't raise her hand.
6. The student has an obvious problem with reading and writing. She looks up every word in her dictionary while reading and before she writes anything down on her paper. In this way, she never finishes the in-class exercises and gets frustrated.
7. The teacher gives the class a speaking activity for the students to complete with a partner. You are partnered up with the learner; however, he simply writes everything down instead of conversing with you. After you suggest practicing the conversation orally, he tells you that he doesn't want to. He wants to write instead.
8. The student wants a bilingual tutor/coach (his native language and English) and you are not bilingual in the student's language. The student seems unwilling to work with you because of the language barrier.
9. The student spends so much time copying information off of the board that he doesn't complete the in-class activities that the rest of the class is doing. Then the student gets lost and frustrated.

LIFE IN THE CLASSROOM

Research into classroom behaviors has taught us a great deal about the importance of the first few class sessions in setting a tone for the semester. A good classroom environment contributes greatly toward the success of a course. This section offers suggestions for running your class effectively whether it's a discussion section or a course entirely of your creation.

The NOCCCD expects ethical and responsible behavior from its employees and its students. This section covers cheating, gift-giving, sexual harassment, and more.

Authority and Respect in the Classroom

Many new Intern Students struggle with how formal or casual to be in the classroom. Oftentimes the gap in age between students and teacher is quite small. In fact, with the number of nontraditional students growing, it is not uncommon for instructors to be younger than their students. If you've never taught before, you'll discover that the relationships you forge with your students are somewhat different from other relationships in your life.

Friendliness is an important aspect of the teacher-student relationship, yet friendship does not define the relationship.

Respect is important in a classroom, but your relationship is not that of a boss and employee.

Shared Enthusiasm for the topic is important, but you're not equal team members. As you know from your own experiences as a student, the unique bond that can develop between student and teacher is valuable to both, and it's likely that the bond didn't depend upon any single feature. If you're concerned about how formal or casual to be, here are a few mechanical things that may help you make decisions about your behavior in the classroom. These pieces of advice aren't right for everyone; personality has a great deal to do with what kind of teacher you are. For example, casual dress and manners are precisely suited to some people while a more formal style is preferred by others.

Presence

Consider when and where you'll stand, how you might move around the classroom, and if and when you'll sit.

Introduction

Call yourself Ms. ___ or Mr. ___. You can develop a friendly rapport with students, even if they are not invited to use your first name. Likewise, while it is not a widespread practice on this campus, in some classes instructors address students as Mr. ___ or Ms. ___. If this style is comfortable for you, there is no reason why you shouldn't feel free to use it.

Conversation

Be judicious about sharing personal information during casual conversations with your students. Rely on discussion about the coursework, campus events, or news, especially in the beginning. When appropriate, feel free to talk about a pet or memories of growing up. Students and teachers can develop close and very admiring relationships without being buddies, and self-disclosure about some issues can interfere with the academic work at hand. A question to ask yourself is: How would this disclosure serve a pedagogical purpose?

Disrespect

Sometimes, a student makes an inappropriate comment during class; a few years ago for instance, when a student disagreed with a TA's opinion, he told her to, "Chill out." (In a frank discussion later between the TA and the student, he said that he wouldn't have said the same thing to his male Intern Students.)

Ice Breakers

The most common ice breaker used in college classes is a standard introduction in which students go around the room telling their names, majors, and years in school. Sometimes they are also asked to tell something “interesting” about themselves or why they chose to take the class. An alternative is to have students talk with their neighbor and introduce each other. A twist on the usual ice breaker of having each student introduce himself is to ask students to give their names and tell which vegetable, animal, building, country or work of art they would be if they could and why. Or, ask which historical figure they would most like to meet or in which historical period they would most like to live and why.

Sexual Harassment

Other times students have edged into sexual harassment by staring in ways that made the instructor very uncomfortable.

Student Conduct

Section 76033 of the California Education Code, Title 3, reads: “Continued willful disobedience, habitual profanity or vulgarity, open and persistent defiance of the authority of the college personnel, or assault or battery upon a student, upon college premises or while under the authority of college personnel, or any threat of force or violence directed toward college personnel, at any time or place shall constitute good cause for suspension or expulsion from the college; however, no student shall be suspended or expelled unless the conduct, for which he is to be disciplined, is related to college activity or college attendance.” Should formal suspension or expulsion be necessary, there is a legal process which must be followed. Contact the Dean of Instruction and Student Services at the Cypress or Wilshire Continuing Education Centers (or the ESL Coordinator for off-campus classes.)

Teaching with Film and Television

Using film and/or television in the classroom has become a widespread practice in many academic disciplines. It can offer a refreshing change of pace and help stimulate students’ interest and involvement in the class. There is a wide availability of media specifically designed to provide instruction in particular fields. College instructors regard media – both instructional and general interest – as convenient sources of illustrations for class material (such as theoretical concepts and explanatory models) as well as good ways to stimulate discussion and generate ideas for assignments.

Connecting with Students

Part of creating a sense of community lies in the ways you respect and respond to students. If you can assess a student’s work – in clinical practice, through class participation, or in writings – and you have a remark to make regarding a strength that you see, tell him or her. It can be a powerful moment for a student. You may have experienced this sort of exchange yourself. Students respond well:

- If you know their names
- If you give them positive feedback in class (through body language or by acknowledging their contributions)
- If you make yourself reasonable accessible to them

Plan to come to class at least five minutes before the session begins. Students appreciate your being accessible during those minutes, though few of them may actually have specific questions for you. Often it becomes a time for informal conversations. However the time is used, the effort on your part translates to students as a signal of your interest in them and in the class.

Getting Started

The initial moments and days of teaching are loaded with hopes and apprehensions. Nervousness, curiosity, enthusiasm, fears of all types, and the adventure of tackling an entirely new role make it an exciting time for everyone. Donna Killian Duffy and Janet Wright Jones, authors of *Teaching Within the Rhythms of the Semester*, label the first part of a semester the “honeymoon” phase. These halcyon days should be used to the fullest extent

possible to engage students in both the discipline and the teaching strategies you employ. It is during this period that students will begin to invest themselves in your course and to develop habits and expectations for the rest of the semester. The beginning of classes, especially in the fall, is a time of resolutions, not unlike the mood that hits many people at the turn of the New Year. A worthy goal is to take advantage of the unique time of positive expectations and optimism in order to create a community of learners, to convey high standards, and to energize your courses as much as possible.

Calm Your Nerves

Prepare yourself by writing a list that will guide you through the first day. Do deep breathing and other performance exercises to help you relax. Remember that first-year students, especially, are likely to be nervous the first day, too. You can share the spotlight by inviting students to talk. Help everyone's nerves by devoting some time to casual conversation, as suggested in the section below.

Begin Learning Names

If you receive a course list ahead of time, review the list a few times so that the names become familiar; matching a face to a name you already know is easier than having both face and name be new. When you take roll the first time (and the second or third), don't race through with only a quick "here" for a response; instead, engage each student in brief exchange, perhaps with questions about traffic or majors or dorm life. Listening to their answers will help you fix their face to their name, and as they speak, they're "placing" their voices in the room, which is good practice for future discussions. Also, invite students to speak with one another or a few other students; it's important for them to know each other, too. Be sure to learn to pronounce names correctly. Students won't mind being asked; it shows you care.

Be Clear About Your Expectations

If students know they're expected to bring a question or a quotation to class every time they come, let them know about that on the first day. If students are expected to discuss material or give presentations, let them know some of the details of how they should prepare (and offer an example, if there's time). If students are expected to refrain from reading a newspaper or answering cell phones, tell them so. By the same token, you might ask them not to pack up early and to tell you if their next class is in a distant part of campus. First-year students have remarked that they'd appreciate it if instructors would make it clear that it's all right if they leave to use the restroom, if need be. Clarifying what you expect of students on these academic and personal matters gives them important information about the course and helpful tips about you as an instructor. Your efforts to connect with your students will contribute to a classroom mood where cooperation and common learning goals can thrive.

Caring About Students

Here are a few things to do during class to convey respect for students:

- Thank them for comments and draw from their remarks some idea that adds to the core of the discussion.
- Acknowledge a contribution with a compliment when appropriate (don't overuse compliments or they lose effectiveness).
- Write students' points on the board. These small actions let students know that you are listening to and valuing their contributions; most of them will respond positively. Be aware that there may be students who need attention that you are unlikely trained to give. If you have been a supportive teacher, students will sense a generous attitude and may come to you with problems you never expected to deal with. They may be handling unexpected parental divorce, death (of family or friends), rape or sexual abuse, or other serious personal problems. Of course you'll want to offer sympathy, but assure the student that there are excellent resources on campus for assistance with personal difficulties. Offer numbers, and, if it seems necessary, help the student make the call for an appointment.

Knowing Everything

Many Intern Students approach their first teaching experience with trepidation because they feel that they need to know everything in order to be an authoritative, reliable, and respected instructor. The fact is that no one knows

everything about their discipline any longer. Scholars have to come to terms with that fact. The positive view of this situation is that you can model for your students what it means to be a lifelong learner. When you are stumped by an idea or a shortage of facts during class, be open about your gap of knowledge and tell students you'll find out, or encourage them to do so. (Students will be impressed with you as a teacher when you return to the next class with an answer or with the story of your search). You have the opportunity thereby to demonstrate what wondering looks like, and what learners do when they don't know something.

Enthusiasm

Presumably, you are part of the discipline you're in because it fascinates and amazes you; it touches and excites you in a way that most other areas of study do not. How do you transmit your pleasure to your students? Let them know about your specific interests in the field. Discuss your work at the beginning of the semester during introductions, and again later, if appropriate.

Remember Novice Days

The level of work your students are doing in some way represents your own work or your own thinking from several years ago. Teaching provides a way to enjoy the feeling of renewal that you might experience by returning to the wonder and appreciation that your students are experiencing. Here is a checklist of questions to reflect on when examining your classroom behavior for organization, enthusiasm, and caring about your students:

- a. Do I **link new knowledge** to knowledge that students already have?
- b. Do I understand the students' **levels of understanding**?
- c. Am I giving students **time to reflect** on ideas or processes presented in class?
- d. Do students seem at ease about **raising questions**?
- e. Do students seem at ease about giving answers or further **exploring ideas** that are "on the table"?
- f. Do I feel free to take advantage of "**teachable moments**" even if they come at unexpected times during class?
- g. Am I relaxed enough to **read students' cues**, such as body language, and modify the structure of the session?
- h. Have I found a comfort level in my communication, where I'm being **respectful, not condescending**, to students while maintaining an atmosphere that reflects the discipline's integrity?
- i. Am I understanding and **reacting appropriately** to students' performances?
- j. Do I assess students' knowledge in any ways that are **ungraded**?
- k. Would I feel comfortable **consulting with my supervisor** or other Intern Students or seeking other instructional support on campus?
- l. Do I assist students in developing their **problem solving strategies** and critical thinking skills?
- m. Am I a **careful listener**?
- n. Do I **pace the class well** so that students feel neither rushed nor bored?

International Teaching Assistants

International Intern Students face special challenges in the American college classroom deriving both from differences in perceptions about secondary education and from issues of cultural familiarity. International Intern Students can better prepare themselves for teaching if they reflect on the following points.

Vocabulary Limitations and Pronunciation Idiosyncrasies

It is useful to bring up the language issue directly in class – preferably on the first day and occasionally throughout the semester. Let your students know that you are going to do your best to ensure good communication.

- a. Identify phonetic sounds that you pronounce differently than what they may be accustomed to.
- b. Ask students to let you know when they do not understand you and warn them that you might also ask them to repeat and rephrase more simply their own statements in class.
- c. Write your main points on the board to improve clarity.

- d. Make sure you have understood what a student has said by repeating their words, and then ask if you might phrase it another way, if you need to for clarification; ask the student to confirm that your rephrasing represents his or her meaning.
- e. If you are not sure whether your students have understood something you have said, ask someone to repeat or paraphrase it to make sure.

Remember that native speakers misunderstand each other often, too. In general, if you are well-prepared for your classes, present your material with confidence, and maintain good will and openness towards your students, you are likely to experience fewer language related problems. However, you must also realize that, regardless of your efforts, some students may use your accent as an excuse to avoid their own responsibilities for learning or justify their poor performance and grades. It is helpful to have exposure to the general culture here. Such contact can help foreign instructors improve their communication skills, including the understanding and use of humor or culture specific references. International Intern Students can improve their language skills and cultural familiarity by seeking the company of Americans and/or receiving additional language instruction.

Nonverbal Communication and Culture-Specific Behavior

Some cues in the area of cultural familiarity have to do with recognizing nonverbal aspects of communication. Different cultures have different ways of communicating meaning and attitude through behavior, demeanor and “body language.” When you are interacting with your students you may be sending them nonverbal messages without being conscious of it, or you may misinterpret their nonverbal cues. The demeanor and behavior considered appropriate for an instructor in your home country may not be appropriate in an American classroom setting. Conversely, the behavior of your students towards you may strike you as improper. The best way to tackle such issues of cultural adaptation is to observe American instructors in and around the classroom – their general demeanor towards their students (for example, ways of expressing friendliness and interest towards their students without becoming too intimate; encouraging exchange in the classroom), or their way of handling conflict and misunderstanding. Other aspects of nonverbal communication and culture-specific behavior to look for are tone of voice, volume and speed of speech, gestures, position of oneself in relation to others, dress code, eye movements, facial expressions, head movements, etc.

Cultural and Racial Preconceptions

If your students have had little or no previous interaction with people from other countries (which is often the case), they might, without necessarily realizing it, show certain biases or be predisposed to judge non-Americans in a certain way. Talking about yourself and your background when you introduce yourself to your students in the first day of class is a way to forestall preconceived ideas or attitudes that your students may have. Generally, being a caring, perceptive and well-prepared instructor can foster cross-cultural and/or interracial understanding.

Creative Ways to Engage Students

Active learning is an umbrella term for engaged learning. Active learning is occurring if students are:

- a. *showing* through formal or informal performances that they are learning
- b. *talking* to at least one other student about a concept, procedure, or problem
- c. *writing* the answer to a posed question, after which they share and discuss the answer with at least one other person

Other verbs that describe active learning include planning, searching, exploring, devising, evaluating, and the list goes on. Class discussions are the most common form of active learning, and for many students, note taking is active learning. Other techniques include collaborative or cooperative methods of learning, which encompass various types of group work, such as debates, presentations, and performances – anything from a recitation to solving a math problem at the board. The point is for students not to behave as passive listeners and watchers but instead to confront material and examine it, deciding how it does and does not make sense to them. The process ideally allows them to find connections to what they already know so that they can construct new knowledge and understanding.

USEFUL WEBSITES

Lesson Plans and Resources

<http://www.eslflow.com/vocabularylessonplans.html> – lesson plans and teaching resources

<http://www.rinkworks.com/brainfood/> – word games

<http://www.puzzledepot.com/index.shtml> – thesaurus games and others

<http://a4esl.org/q/h/vocabulary.html> – quizzes for self-study

www.eslmonkeys.com/teacher/lessonplans.html – more lesson plans

<http://www.angelfire.com/wi3/englishcorner/vocabulary/vocabulary.html#wform>

This site focuses on vocabulary, how to form words, and when they should be used. It also has lesson plans and games which can be played with the words.

Purdue Online Writing Lab (OWL)

<http://owl.english.purdue.edu/>

This site has extensive resources, handouts, and exercises for editing and grammar. There is also a user-friendly section with advice for EFL writers.

Gutenberg Project

http://www.gutenberg.org/wiki/Main_Page

This site has lots of classic books which can be read directly on the Internet.

Page by Page Books

<http://www.pagebypagebooks.com>

This website has several great classic books which Gutenberg Project doesn't, including some which are *not* public domain. There are also short stories which might be more practical for classroom use.

Dave's ESL Café

www.daveseslcafe.com

There are a lot of great ideas, stuff for students, and *jobs* on this site. The message boards offer lots of insight into all aspects of teaching EFL.

Pronunciation through Poetry

www.poetry4kids.com

These poems are definitely *not* just for kids! Click on “funny poems” to find a wide variety of hilarious poems perfect for reading out loud. Students can often self-correct their errors by listening carefully to the rhythm and rhyme.

Alphabetized Idioms

<http://www.goenglish.com/IdiomsIndex.asp>

Idioms are alphabetized and easy to search for, examples of their use are given.

Cloze Exercises for Academic Words

<http://web.uvic.ca/~gluton/awl/>

This site has the words in the Academic Word List ranked by frequency, and provides three cloze exercises for each set of ten words.

Phrasal Verbs (and how to use them)

www.phrasalverbdemon.com

<http://www.churchillhouse.com/english/exercises/phrasals/>

These sites provide all the information you could ever want about phrasal verbs, including games which can be played with them (Charades is my personal favorite).

Chomp Chomp

www.chompchomp.com

A cool site with animated grammar exercises. Terrific for use with students who have a sense of humor. ;)

Accent Demonstrator

<http://accentgmu.edu/howto.php>

This site has sound clips of many different accents which can be used for demonstration and listening practice.

Bored.com

www.bored.com contains pretty much all of the weird stuff which gets forwarded around the web, much of which can be easily adapted for use in lessons. It also contains links to many articles about language. The section on the history of many idioms is very useful.



PROJECT SHINE STUDENT FORMS

- Project SHINE time sheet
- Student's goals & expectations (optional)
- Learner information form
- Visual/audio image release form
- Volunteer form
- Parking permit application form

**Project SHINE
STUDENT’S GOALS & EXPECTATIONS**

Please fill this form out (one for each serving-learning class that you are participating in Project SHINE) so that host instructors will have a clear understanding of what you hope to achieve while working with them and their learners. After thoroughly completing this form, please submit it to your Host Instructor on the first day of your SHINE class. Volunteers may leave ‘Class Title’ blank. Please call Dawn Macy with any questions at (714) 278-3746. Thank you!

Project SHINE Student Name	
Project SHINE Student Phone Number	
Project SHINE Student E-mail Address	
Class Title (service-learning class for which you are participating in SHINE)	
My Role (tutor or coach)	
Level and subject matter of ESL class (e.g., advanced speaking, intermediate citizenship, computers, etc.)	
My Goals and Objectives: Included are: <ul style="list-style-type: none"> – any final projects that might be pertinent to Project SHINE – specific language areas that I should focus on with the learners (i.e., reading, writing, speaking, vocabulary, etc.) 	
My Professional Expectations of this experience (what I hope to learn & gain by it)	
My Professional Expectations of this experience (what I hope to learn & gain by it)	

Project SHINE Learner Information Form

To help us understand *who* the project serves as well as *how many* learners there are, we need to collect background information on **each learner over the age of 50**. If the learner turns 50 this semester, include them. Please find out the following information about each learner.

Your name: _____

Service site: _____

Term/Year: _____

Learner Information:

Name: _____

Country of birth: _____

Birth date or approximate age: _____

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Visual/Audio Image Release Form

I grant permission to California State University, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. CSU will not materially alter the original images. I agree that CSU owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university-sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I release CSU and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images.

I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Printed Name

Date

Signature

Telephone or email address

Parent or Guardian if under 18 years of age

Address (optional)

Project name: Project SHINE
Photographer name/signature/contact information/notes.



Where Learning Never Ends...

**	<i>Request Approval for Volunteer to provide assistance: SHINE</i>
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(Volunteer must be 18 years of age)

I, _____, agree that I am working solely in NOCCCD SCE ESL Department classes, as a volunteer for up to forty hours during the period: September 2009 to December 2009. I will at no time in the future try to claim wages for the time I volunteered.

Volunteer's Signature	Date
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Supervisor or Program Supervisor's Signature	Date
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Supervisor:

Provide a detailed description of work being performed by the Volunteer, as well as specific skill/training that they are contributing.

Details: The volunteer coach/tutor will assist in regular teaching duties such as preparing activities and assisting students with their in-class work. The coach/tutor will complete up to forty volunteer hours, depending on his/her Service-Learning Program contract at California State University, (CSUF). The master teacher will guide the coach/tutor during and outside the class by assisting with lesson preparation. Classes will be conducted at "on" or off-site ESL class locations.

**	<i>Before a volunteer is allowed to provide assistance and allowed in said department or classroom, this <u>request must be reviewed and approved by Stephen Duncan, Director of Personnel Operations, for Board Approval.</u> Form must be submitted based on deadline dates for Board Approval to the Assistant to the Provost's, School of Continuing Education.</i>
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