



DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

I. **COURSE NUMBER/SECTION:** EDBE 3480 Section _____

TITLE: Multiculturalism and Bilingualism: Issues and Perspectives

II. **INSTRUCTOR:**

OFFICE:

OFFICE PHONE:

OFFICE HOURS: _____
(Other times by appointment only)

EMAIL ADDRESS:

III. **CLASS MEETINGS:** Days _____ Times _____

Location: _____

IV. **TEXTBOOKS**

Bennett, C. (2011). Comprehensive Multicultural Education: Theory and Practice (7th Edition). Boston: Allyn & Bacon.

V. **CATALOG COURSE DESCRIPTION**

Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society. Three lecture hours a week. Required for all teacher education majors including students seeking EC-6 or 4-8 Generalist certification specialization in Bilingual or ESL education.

VI. **COURSE OBJECTIVES/LEARNING OUTCOMES:** The student will be able to:

1. Demonstrate knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment (TEXES PPR).
2. Accept and respects students with diverse backgrounds and needs (TEXES PPR).
3. Know how to use diversity in the classroom and the community to enrich all students' learning experiences (TEXES PPR).

4. Know strategies for enhancing one's own understanding of students' diverse backgrounds and needs (TExES PPR).
5. Know how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities (TExES PPR).
6. Understand cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students (TExES PPR).
7. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities (TESOL Domain 2 Culture, 2b).
8. Has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment (State ESL standard 2).
9. Has knowledge of the factors that affect ESL students' learning of academic content, language, and culture (State ESL standard 5).
10. Develop an understanding of bilingualism and multiculturalism within a global and national context.
11. Identify appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.

INSTRUCTIONAL APPROACH

Reflective inquiry techniques will be used requiring students to participate in discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques will complement the reflective inquiry approach. The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own multicultural competence in working with linguistically diverse children and parents. The course objectives and content are aligned with the State Board of Educator Certification standards for bilingual and ESL education. Also, they are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL).

VII. EVALUATION CRITERIA

UNT has established the following grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

VIII. REQUIRED ASSIGNMENTS

Each student is required to comply with the following academic expectations:

Assignments
Attendance and Participation
Video Analysis about Different Cultures
Article Analyses about Different Cultures
Multicultural Children's/Adolescent Literature Text Set
Key Assignment - Report about Multicultural Experience: Exploring surface and deep culture of Hispanics or another ethnic/immigrant group
Final Exam

IX. ATTENDANCE AND PARTICIPATION

Turning in Assignments

All students are required to turn in assignments on the due dates as established in this syllabus.

Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than a week). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case by case basis.

Attendance

Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in a long semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

X. CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

NEW EDUCATOR STANDARDS:

The content and objectives of this course are aligned with the standards of the ESL and Bilingual Education certification programs at UNT:

Standard 2.b Cultural Groups and Identity

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

State ESL Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

State ESL Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

TEXES Professional Preparation and Responsibilities Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

XI. ACADEMIC HONESTY

The University of North Texas holds high expectations of its faculty, staff, and students. The Code of Student Conduct and Discipline is stipulated in the University of North Texas Bulletin: Undergraduate Catalog. Cheating, plagiarism, collusion, and falsification constitute academic dishonesty. Academic dishonesty will result in a mark of 0 for the test or assignment. A second offense will result in an assignment of F for the course.

XII. UNIVERSITY POLICY STATEMENTS

ADA POLICY ON Auxiliary AIDES AND REASONABLE ACCOMMODATION

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 201.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.

XIII BIBLIOGRAPHY

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