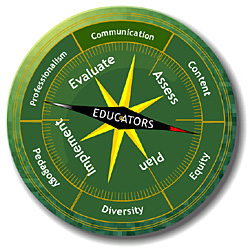
**[](http://www.coe.unt.edu/concep)**

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

**SPRING 2013**

1. **COURSE NUMBER/SECTION:** EDBE 3480 Section 4

**TITLE:** Multiculturalism and Bilingualism: Issues and Perspectives

**II. INSTRUCTOR: Yuliya Summers**

OFFICE: Matthews Hall, Room 206 - L

OFFICE PHONE: 940-565-2539

OFFICE HOURS: Tuesday/Thursday 10:00-11:00 & 2:00-3:00; Wednesday 1:00-3:00

(Other times by appointment)

EMAIL ADDRESS: Yuliya.Summers@unt.edu

1. **CLASS MEETINGS:** Tuesday & Thursday Times: 11:00 A.M- 12:20 P.M.

**Location:** Wooten Hall 114

**IV. TEXTBOOKS**

Bennett, C. (2009). Comprehensive Multicultural Education: Theory and Practice (7th Edition*).*

Espinoza-Harold, M. (2003). *Issues in Latino education: Race, school culture, and the politics of academic success.*

**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.

**VII. 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).

**VIII. EVALUATION CRITERIA**

UNT has established the following grading scale:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**IX.** **REQUIRED ASSIGNMENTS**

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

|  |  |
| --- | --- |
| **Assignments** | **Percentage Points** |
| Reading Response Logs | 10 |
| Article or Book Analyses about Different Cultures | 10 |
| Multicultural Text Set | 10 |
| Latino Education book reaction paper and presentation | 10 |
| Ethnic Studies Concept Map Presentation | 10 |
| Key Assignment - Report about Multicultural Experience: Exploring surface and deep culture of an ethnic/immigrant group  ( blogs) | 15 |
| Midterm Exam | 15 |
| Final Exam | 20 |
| **Total** | **100 points** |

* 1. **Attendance and Participation**

Much of the value of this class comes from class discussions and presentations. We will strive to create a collaborative learning environment where everyone feels respected, is inspired to put forth his or her best effort, and encourages and supports all classmates to do the same. Regular attendance and participation are expected and will be recorded every week. Bonus points will be awarded those with minimal absences: 3 points added to the final grade for the course for 0 absences, and 1 point for 1 absence. Having more than 5 absences in this course is considered excessive and unprofessional; it will result in a conference to discuss the student’s professionalism and status in the course and student may be asked to drop from the course. In general, three absences are acceptable in a long semester course. **Any** absence after 3 will be deducted 2 points from the total points. Three tardy counts as one absence. The student is responsible for all content covered in the classes missed and should arrange to get notes from another student. Absences do not change due dates for the assignments. Unprofessional behavior in class will result in a conference and loss of credit for that day’s class.

***Please note:***All written assignments must be typed and double-spaced, with one inch margins. Your work will be evaluated primarily on its content. However, it is important that assignments are well written. Careful documentation of all sources consulted is required. Please edit your work carefully. Assignments are due on time, unless prior arrangements are made with me. Late work will result in point’s reduction of your grade for that assignment.

**2. Reading Response Log** Dates to be announced in class

The reading response log should be completed for assigned chapters and additional readings. The due dates and the format (blackboard discussion, assigned readings, etc.) will be provided.

**3. Article or Book Analysis Assignment**

Each student will read and present upon one additional research article and it will be due on the day that the related topic is to be discussed. Analyze the contents of the article and discuss insights gained through the article analysis (2-3 pages, double spaced, 12 point font). Ideally, there will be only one presentation each class, with a maximum of two presentations a class**.** Students present their understanding of the reading to the class in an oral presentation (maximum length, ten minutes) and provide the following:

1. A one paragraph abstract of the article

2. Two questions for the class to consider in discussion led by the presenter

**4**. **Students will create a text set report** (a group of related books, articles, short stories, or poetry; visuals and different forms of media may also be included) about a specific cultural group or multicultural issue in the content areas and grade levels they plan to teach.

**5. Latino Education book reaction paper**

Write a 4–5 page reaction paper that addresses the following: 1) a brief summary of the book’s thesis and what the author hoped to accomplish (1–2 paragraphs), 2)evidence of the impact of race, culture (especially language and/or religion), class, and geographic region in the life history and educational experience of the book’s main characters, 3) examples of similarities and differences between you and the main characters in terms of education and lived experience (incidents where you personally could connect with the book’s main character), and 4) your personal assessment of this book in terms of becoming a teacher and strengthening your multicultural competence.

**6. *Ethnic Studies Concept Map***

This assignment is intended to help you learn more about the *histories, perspectives, and current social issues* of major ethnic groups in the United States.

You will work with three other students in our class to develop a comparative analysis of two ethnic groups described in Chapters 4–7. Cooperate as a team to create a comprehensive concept map which depicts major themes and ideas for each group, as well as similarities and differences between them. Please be creative and make your concept map informative, interesting, and visually dynamic!

**7. Multicultural experiences**

Students will research, explore, and experience the Hispanic culture group or other ethnic/immigrant group (stores, festivals, restaurants, family gatherings, etc) and write a report about it (3 pages, double spaced, 12 point font). Each group will give a presentation about the culture group chosen and turn in a report. Students are required to document their experiences weekly via the UNT blackboard blog or commercial blog system.

**8 & 9. Midterm and Final Exam**

**X. CLASS POLICIES:**

***Disabilities Accommodation:***“The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

***Academic Integrity:***Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf>. Academic dishonesty, in the form of plagiarism, cheating. or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

***Student Conduct****:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

***Attendance:*** Much of the value of this class comes from class discussions and presentations. We will strive to create a collaborative learning environment where everyone feels respected, is inspired to put forth his or her best effort, and encourages and supports all classmates to do the same. Regular attendance and participation are expected and will be recorded every week. Bonus points will be awarded those with minimal absences: 3 points added to the final grade for the course for 0 absences, and 1 point for 1 absence. Having more than 5 absences in this course is considered excessive and unprofessional; it will result in a conference to discuss the student’s professionalism and status in the course and student may be asked to drop from the course. In general, three absences are acceptable in a long semester course. Any absence after 3 will be deducted 2 points from the total points. Three tardy counts as one absence. **Leaving early** is an equivalent of a tardy. If you are tardy or absent, it is your responsibility to contact another student to obtain assignments, make up work, handouts, or other class information that you may have missed. Get another student’s e mail address and/or phone number to get information/handouts when you miss class. **Please don’t e mail me asking for what you missed.** Absences do not change due dates for the assignments. Those with mitigating circumstances should meet individually with the instructor. Notes from doctors, hospitals, etc., will provide verification for excused absences, but you need to bring them to my office to ensure they are recorded correctly. These excuses must be submitted to me within a class of your return to class to be accepted.

Absences, tardiness, and leaving early will lower your grade. **No changes will be made to your final grade after I have submitted your grades at the end of the semester so it is your responsibility to keep track of your absences and tardies.**

Absences, tardiness, and leaving early will lower your grade.

***Due Dates*:** All assignments must be turned in at the **beginning of class** on the date agreed upon in class. The score of a late assignment will be lowered one letter grade for each class day late up to three classes. It can not earn greater than 50 % if submitted four or more classes late. Acceptance of all late work is *at the discretion of the instructor*. Absence from class does not constitute notification about a late assignment. Technological problems will not excuse the due dates.

***Quality of Work***: All written work must be typed and must meet the high quality standards expected of a classroom teacher. Present your assignments as you would if they were to be reviewed by a future administrator, parents, school board, etc. All work is expected to be completed at a college level, **word processed, (not** handwritten, unless otherwise specified) with no typographical errors. In order to earn an A, you **must** have an A average in all work ( on time) and an A or B average in test, display professional attitude in all classes, have missed **no more than two classes** for any reason, and have been tardy **no more than twice.** In order to earn a B, you must have a B ( or better) in all work and test, display professional behavior, have missed no more than four classes, or have been tardy no more than four times, or have a combination of four tardies/absences. **Any exceptions to this need to be discussed with me during my office hours in my office (not in class).**

***Request for Help with Assignments*:** Students should feel free to talk to the instructor- or e mail the instructor about any assignment. However, the student must take an effort to begin the assignment before asking for help.

***Revision of Assignment*:** If an assignment must be revised because it is unsatisfactory, the highest grade that can be earned on that assignment is 85% of total points for that assignment.

***Requests for Grades of Incomplete*:** Such requests are rarely granted by instructors.

***Cell Phones and Laptop:***Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course, and not for any other purpose. To minimize distracting effect on other students, students need to mute their computers and set them up before class begins in order to avoid distracting other students.

Students using a laptop must sit in the front row(s) of the classroom (both so that other students and the faculty member can police their use of the laptop for legitimate purposes). If a student violates use-of-laptop policy (such as by using it to surf the internet instead of taking notes), the instructor can ban the student from using the laptop in class for the remainder of the year.

***SETE****:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

***Collection of Student Work***: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

***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.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice 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, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

*“Ready to Test” Criteria for Teacher Certification Candidates* . Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**XI. Conceptual Framework: The Educator as Agent of Engaged Learning**

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs 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.

**XII. COURSE OUTLINE**: The ***tentative*** course outline and calendar are as follows:

ASSIGNMENT GUIDELINES

This will be updated and completed once the semester is underway

and we have mapped out our questions and inquiries together.

|  |  |  |
| --- | --- | --- |
| CLASS MEETING | TOPIC | ASSIGNMENT |
| January 15 | Introductions and Multicultural Pursuit  **Pre-test**  Overview of course syllabus | **Article Assignment** |
| January 17 | Culture; Multicultural Teachers and Multicultural Schools |  |
| January 22 | Discussion of Chapter 1. |  |
| January 24 | Discussion of Chapter 1. |  |
| January 29 | Discussion of Chapter 9 |  |
| January 31 | Discussion of Chapter 9 |  |
| February 5 | Discussion of Chapter 10 |  |
| February 7 | Discussion of Chapter 10 |  |
| February 12 | “Circles of Learning” and discussion of Latino Education book | **Latino Education book reaction paper is due** |
| February 14 | “Circles of Learning” and discussion of Latino Education book |  |
| February 19 | Discussion of Chapter 8 |  |
| February 21 | Discussion of Chapter 8 |  |
| February 26 | Discussion of Chapter 2. |  |
| February 28 | Discussion of Chapter 2 |  |
| March 5 | Discussion of Chapter 3 |  |
| March 7 | Discussion of Chapter 3 | **Midterm Exam** |
| March 12 | Spring Break |  |
| March 14 | Spring Break |  |
| March 19 | Workshop on inquiry and curriculum development  Reading: Chapter 11 |  |
| March 21 | Multicultural Text Set Presentation | **Multicultural Text Set due** |
| March 26 | Immigration  Groups begin to prepare concept map on selected portions of Chapters 4–7. |  |
| March 28 | Fear and learning at Hoover Elementary |  |
| April 2 | Viewing and discussion of *Race: the Power of an Illusion (part 3)* through the curriculum  transformation lens and Chapters 4–7.  Groups begin to prepare concept map on selected portions of Chapters 4–7. |  |
| April 4 | A Cross-cultural simulation |  |
| April 9 | A Cross-cultural simulation |  |
| April 11 | Small group PowerPoint presentations of Chapters 4- 7 ( Ethnic studies Concept Map) | **Ethnic studies Concept Map due** |
| April 16 | Small group PowerPoint presentations of Chapters 4- 7 (Ethnic Studies Concept Map) |  |
| April 18 | Small group PowerPoint presentations of Chapters 4- 7 (Ethnic Studies Concept Map) |  |
| April 23 | Cultural Experience Presentations |  |
| April 25 | Cultural Experience Presentations |  |
| April 30 | Pre-finals week |  |
| May 2 | Pre-finals week |  |
| May 7 | Final Exam |  |
| May 9 | Final Exam |  |

**EDBE 3480 Key Assignment Description**

1. **Rationale for choice of ethnic/immigrant group.** This includes a description of the reasons why the ethnic/immigrant group was chosen. Include in the report.

**2. Research and exploration of ethnic/immigrant group.** This includes a researched and explored description about characteristics of the cultural group. For example, elements of deep culture such as religion, traditions, attitudes towards education, beliefs about how to raise children, marriage, etc. Also include elements of surface culture such as types of foods, geography, dress, arts and crafts, language, festivals, celebrations, etc.Include in the report (Pictures will enhance the report).

1. **Cultural experiences with ethnic/immigrant group.** This includes a description of the experiences including the location(s), results of interactions/conversations/questions with members of the cultural group and a description of knowledge learned about the cultural group, impact on personal core values and beliefs, new ways of thinking, understanding, and respecting other cultures. Include in the report (pictures will enhance the report)
2. **Oral presentation about the ethnic/immigrant** **group.** This includes a 5 minute overview about the results of the experiences with the cultural group including knowledge gained from the experiences. The overview will be delivered using in a PowerPoint presentation of 5 slides that show pictures and a brief description of the interactions with the group (Pictures may be about the culture itself or of the interaction with the people).
3. **Quality of the report.** This includes a 3 to 5 page narrative (pictures will enhance the report), of the main points from items

1, 2, and 3 (double spaced, 12 points font, free of grammatical errors).