**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

1. **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:

1. **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 |
|  |

1. **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.

**DEPARTMENTAL POLICY STATEMENTS**

*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.”

*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.

*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.

*Acceptable Student Behavior:* 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 Dean of Students 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. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

*Attendance:* See the instructor’s attendance policy*.*

*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.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*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.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

*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. 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).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

**Cross-Curricular English Language Proficiency Standards (Texas Statute 74)**

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Here is the link to the Statutory Authority and the ELPS: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

**XIII BIBLIOGRAPHY**

San Miguel, Guadalupe, Contested Policy: the Rise and Fall of Federal Bilingual Education in the United States, 1960-2001 (2004)

Blanton, Carlos Kevin, The Strange Career of Bilingual Education in Texas, 1836-1981

Banks, J. A., & Banks, C. A. M. (2007). *Multicultural education: Issues and perspectives* (6th ed.). Hoboken, NJ: John Wiley and Sons.

Blanton, C. K. (2004). *The strange career of bilingual education in Texas, 1836-1981* (1st ed.). College Station: Texas A&M University Press.

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Buffalo, NY: Multilingual Matters.

Cummins, J., & Hornberger, N. H. (2008). *Bilingual education* (2nd ed.). New York: Springer.

Delpit, L. D. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

Nieto, S. (2009). *Language, culture, and teaching: Critical perspectives for a new century* (2nd ed.). New York: Routledge.

Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). Boston: Pearson/Allyn and Bacon.

Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (4th ed.). Boston: McGraw-Hill.

San Miguel, G. (2004). *Contested policy: The rise and fall of federal bilingual education in the United States, 1960-2001*. Denton, TX: University of North Texas Press.

Spring, J. H. (2007). *Deculturalization and the struggle for equality : A brief history of the education of dominated cultures in the United States* (5th ed.). Boston: McGraw-Hill.

Alvarez, J. (2002). *Before we were free* (1st ed.). New York: A. Knopf.

Danticat, E. (2002). *Behind the mountains* (1st ed.). New York: Orchard Books.

De la Cruz, M. (2005). *Fresh off the boat* (1st ed.). New York: HarperCollins.

Desai Hidier, T. (2002). *Born confused* (1st ed.). New York: Scholastic Press.

Ho, M. (2003). *The stone goddess* (1st ed.). New York: Orchard Books.

Jiménez, F. (2001). *Breaking through*. Boston: Houghton Mifflin.

Jiménez, F. (2002). *Senderos fronterizos: Continuación de Cajas de cartón*. Boston: Houghton Mifflin.

Jiménez, F. (2008). *Más allá de mí*. Boston: Houghton Mifflin Company.

Jiménez, F. (2008). *Reaching out*. Boston: Houghton Mifflin Company.

Johnston, T. (2001). *Any small goodness: A novel of the barrio*. New York: Blue Sky Press.

Na, A. (2001). *A step from heaven* (1st ed.). Asheville, NC: Front Street.

Ramos, J., & Cordero, K. (2005). *Dying to cross: The worst immigrant tragedy in American history*. Carmel, CA: Hampton-Brown.

Ryan, P. M. (2000). *Esperanza rising* (1st ed.). New York: Scholastic Press.

Sheth, K. (2004). *Blue jasmine* (1st ed.). New York: Hyperion Books for Children.

Veciana-Suarez, A. (2002). *Flight to freedom* (1st ed.). New York: Orchard Books.