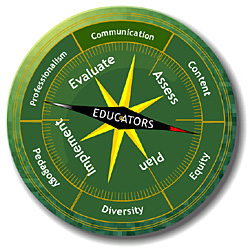
**[](http://www.coe.unt.edu/conceptual-f)**

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS**

**FALL 2010**

1. **COURSE NUMBER/SECTION:** EDBE 3480 Section 002

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

**II. INSTRUCTOR: Yuliya Summers**

OFFICE: Matthews Hall, Room 206 - L

OFFICE PHONE: 940-565-2539

OFFICE HOURS: *Monday-Thursday* 9:30-10:30; 12:30-1:00

EMAIL ADDRESS: Yuliya.Summers@unt.edu

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

**Location:** Lang. 211

**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** |
| Attendance and Participation | 10% |
| Video Analysis about Different Cultures | 10 % |
| Article Analyses about Different Cultures | 10% |
| Multicultural Theme Lesson Plan and Microteach Presentation | 25% |
| Key Assignment - Report about Multicultural Experience: Exploring surface and deep culture of Hispanics or another ethnic/immigrant group | 25% |
| Final Exam(The final exam will address chapters 1 to 9 from the *Comprehensive Multicultural Education text* and Chapters 1 to 4 and 7 from the *Latinos* Text*)* | 20% |
| **Total** | 1. **points** |

1. **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. 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.

1. **Video Analysis Assignment** outside of class. Identify and watch a video about a different culture than your own. Analyze the contents and discuss insights gained through the video analysis due next week (2 pages, double spaced, 12 point font).

1. **Article Analysis Assignment** outside of class. Identify and read an article about multiculturalism and/or bilingualism. Analyze the contents of the article and discuss insights gained through the article analysis due next week (2 pages, double spaced, 12 point font).
2. **Multicultural Theme Lesson Plan** Students prepare a lesson plan, teach to the class. The lesson plan format and the grading criteria for microteach will be provided.
3. **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 student will give a 5 minute presentation about the culture group chosen and turn in a report.
4. **The final exam** will address chapters 1 to 11 in the *Comprehensive Multicultural*

*Education text* and Chapters from the *Issues in Latino Education* Text.

**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:* 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. 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.

*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 reduced. Absence from class does not constitute notification about a late assignment.

*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.

*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.

*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.

**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.

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| CLASS MEETING | TOPIC | ASSIGNMENT |
| August 26 | Introductions. Review course syllabus and Program Handbook. Make personal connections to multicultural education. |  |
| August 31 | Chapter 1: Multicultural Schools: What, Why, and How. |  |
| September 2 | Chapter 1: Multicultural Schools: What, Why, and How. |  |
| September 7 | Chapter 2 – Culture, Race, and the Contexts for Multicultural Teaching. |  |
| September 9 | Chapter 2 – Culture, Race, and the Contexts for Multicultural Teaching. |  |
| September 14 | Chapter 3 - Race Relations and the Nature of Prejudice |  |
| September 16 | Chapter 3 - Race Relations and the Nature of Prejudice |  |
| September 21 | Chapter 4 - European Americans, Jewish Americans |  |
| September 23 | Chapter 5 - European Americans, Jewish Americans, and African Americans |  |
| September 28 | Chapter 6 – Latino Perspectives | **Video Analysis Due 10%** |
| September 30 | Chapter 7 - Asians, Muslims, and Arabs in the United States. |  |
| October 5 | Chapter 8 - Learning Styles and culturally competent Teaching |  |
| October 7 | Chapter 8 - Learning Styles and culturally competent Teaching |  |
| October 12 | Chapter 9 - Reaching All Learners: Perspectives on Gender, Class, and Special Needs | **Article Analysis Due 10%** |
| October 14 | Chapter 9 - Reaching All Learners: Perspectives on Gender, Class, and Special Needs |  |
| October 19 | Chapter 10**-** Teaching in Linguistically Diverse Classroom |  |
| October 21 | Chapter 10**-** Teaching in Linguistically Diverse Classroom |  |
| October 26 | Chapter 11- Multicultural Curriculum Development | **Multicultural Theme Lesson Plan and Microteaching Presentation due 25%** |
| October 28 | Chapter 11 - Multicultural Curriculum Development |  |
| November 2 | Chapter 2 - ¿Qué Pasa? Latinos: From the Most Numerous to the Most Neglected |  |
| November 4 | Chapter 2 - ¿Qué Pasa? Latinos: From the Most Numerous to the Most Neglected |  |
| November 9 | Chapter 3 - Introducing Manny: “There’s More Than Whites Out Here” |  |
| November 11 | Chapter 3 - Introducing Manny: “There’s More Than Whites Out Here” |  |
| November 16 | Chapter 4: Introducing Carla: “This is America and Here You Speak English!” |  |
| November 18 | Chapter 4: Introducing Carla: “This is America and Here You Speak English!” |  |
| November 23 | Chapter 7 - Students’ Concerns and Recommendations for Educational Reform |  |
| November 25 | Chapter 7 - Students’ Concerns and Recommendations for Educational Reform |  |
| November 30 | Cultural Experience Presentations | **Cultural Experience Presentations- 25%** |
| December 2 | Cultural Experience Presentations |  |
| December 7 | Review for final exam |  |
| December 9 | Review for final exam |  |
| December 14 |  | **Final Exam 20 %** |
| December 16 |  |  |

**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.