



DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

SPRING 2011

I. COURSE NUMBER/SECTION: EDBE 3480 Section 2

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 & Wednesday 12:30-2:00, T & Th 11:00-12:30*

EMAIL ADDRESS: Yuliya.Summers@unt.edu

III. CLASS MEETINGS: Monday & Wednesday Times: 2:00-3:20

Location: MH 109

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. Course Readings

Texts

Bennett, Christine I. (2011). *Comprehensive Multicultural Education: Theory and Practice*. Boston: Allyn & Bacon. [Seventh Edition]

Espinoza- Harold Mariella (2003). *Issues in Latino Education: Race, School Culture, and the Politics of Academic Success*.

VIII. 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)).

IX. EVALUATION CRITERIA

UNT has established the following grading scale:

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

X. REQUIRED ASSIGNMENTS

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

Assignments	Percentage Points
Compare and Contrast Concepts	10
Latino Education book reaction paper	10
Process Journal and Meta- Comment Paper	10
Multicultural Theme Lesson Plan and Presentation	15
Key Assignment - Report about Multicultural Experience: Exploring surface and deep culture of Hispanics or another ethnic/immigrant group	20
Tests (The three tests address chapters 1 to 11 from the <i>Comprehensive Multicultural Education</i> text and Chapters from the <i>Latino Education</i> Text)	35
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 2 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. Latino Education book reaction paper, due date TBA, (10 points)

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.

3. Multicultural lesson plan, due date TBA, (15 points)

Select a high-quality lesson plan in your primary teaching content area or grade level from an approved website. Modify the lesson so that it: (a) fits with one or more goals in the course text's multicultural curriculum development model, and (b) exemplifies culturally competent teaching. Add a page of explanation about what you did and why and also attach a copy of the original lesson you revised. Prepare a five-minute professional presentation using Powerpoint or another visual to explain the importance of your lesson to other future teachers.

4. Process journal and "meta-comment" paper, due date TBA, (10 points)

The process journal is intended to be a place where you can record your thoughts and feelings about readings, films, and class activities. Please set aside some time after class each week and use a word processor to type each dated entry. Journal writing can be a very useful tool for processing information we will be working with in class. You can use this tool to help you write your "meta-comment" paper. The journals will be collected once or twice over the semester and returned to you with comments. The "meta comment" paper is an over-arching, synthesizing mini-essay (4–5 pages) that identifies and analyzes themes or concerns that are significant to you. The essay focuses on yourself as a learner in this course, using your previous writing as data. Questions to consider: What issues and themes in the course really held your attention and called forth an intellectual and emotional response? Have your views on important issues changed or deepened? What ideas, issues or experiences were of special interest to you? Why do you think they were significant? Has your view of yourself and/or beliefs about teaching changed in any way? How do you see these changes (if there have been some) connected to the course experience?

5. Multicultural experiences (20 points)

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.

6. Compare and Contrast Concepts (10 points)

Students are divided into six comparable groups and asked to become an “expert” on their concept prior to teaching it to the class as a whole in a five-minute mini-lesson the following class period. On the day of the “teaches” I usually allow groups five minutes of class time to finalize their lesson; each team chooses one person to actually teach the lesson but other team members can add points after 3-4 minutes. Large group discussion follows as needed; students take notes that can be used on open-note tests. The format for Compare and Contrast assignment will be provided, this assignment is due on the assigned dates.

7. Tests: dates TBA (35 points)

There are three tests in this class over assigned readings and discussions. Tests one and two are open-note and are worth 10 points each. The third test is worth 15 points. Instructions will be provided in class.

XI. 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.

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 2 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.

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.

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.

CLASS MEETING	TOPIC	ASSIGNMENT
January 19	. Introductions and Multicultural Pursuit Pre-test Dimensions of Multicultural Education: A Conceptual Map Overview of course syllabus	
January 24	Film: <i>School Colors</i> (Part 1, 70 minutes) Reading for next week: Bennett, Chapter 1.	
January 26	View and discuss film: <i>School Colors</i> (Part 2, 70 minutes) Discussion of “ compare and contrast teaches ” on Chapter 1.	compare and contrast on Chapter 1.

January 31	View and discuss film: <i>School Colors</i> (Part 2, 70 minutes) Discussion of “ compare and contrast teaches ” on Chapter 1 .	
February 2	Discussion of “ compare and contrast teaches ” on Chapters 9 and 10 .	compare and contrast teaches on Chapters 9 and 10.
February 7	View and discuss film: <i>Fear and Learning at Hoover Elementary</i> (50 minutes) Reading: Bennett, Chapters 9 and 10.	
February 9	School memories: self-reflections, small group discussions and large group reports. Learning and cultural styles: Self-analysis exercises and discussion. Readings: Bennett, Chapter 8	compare and contrast teaches on Chapter 8
February 14	School memories: self-reflections, small group discussions and large group reports. Learning and cultural styles: Self-analysis exercises and discussion. Readings: Bennett, Chapter 8	
February 16	Q&A review Test one (Test on chapters 1, 8, 9, and 10. Bring your notes!)	Test 1
February 21	International student interview: instructions and practice.	
February 23	“Circles of Learning” and discussion of Latino Education book Reading: Bennett, Chapters 2 and 10 (review).	Latino Education book reaction paper is due
February 28	“Circles of Learning” and discussion of Latino Education book Reading: Bennett, Chapters 2 and 10 (review).	
March 2	Discussion of “ compare and contrast teaches ” on Chapter 2 . Readings: Student and classroom scenarios in text, pages TBA, and Chapter 2.	compare and contrast teaches on Chapter 2
March 7	Discussion of “ compare and contrast teaches ” on Chapter 2 . Readings: Student and classroom scenarios in text, pages TBA, and Chapter 2.	
March 9	Discussion of international student interviews Viewing and discussion of film, <i>Race: The Power of an Illusion (part 1)</i> Readings: Chapters 3 and 9 (review)	Interview report is due

March 14	Spring Break	No class
March 16	Spring Break	No class
March 21	Viewing and discussion of film, <i>Race: The Power of an Illusion (part 1)</i>	
March 23	Discussion of “ compare and contrast teaches ” on Chapters 3 and 9 . Small group decision-making activity: "Can You Identify Racism?" Viewing & discussion of film: <i>True Colors</i> (22 minutes) Reading: Chapters 3 and 9.	compare and contrast on Chapter 3
March 28	Discussion of “ compare and contrast teaches ” on Chapters 3 and 9 . Small group decision-making activity: "Can You Identify Racism?" Viewing & discussion of film: <i>True Colors</i> (22 minutes) Reading: Chapters 3 and 9.	
March 30	Q&A review Test 2 (includes Chapters 2, 3, and 9; bring your notes!) Workshop 1 on inquiry and curriculum development Reading: Chapter 11, pages TBA.	Test 2
April 4	Workshop 1 on inquiry and curriculum development Reading: Chapter 11, pages TBA.	
April 6	Viewing and discussion of <i>Race: the Power of an Illusion (part 3)</i> through the curriculum transformation lens and Chapters 4–7. Groups begin to prepare concept map on selected portions of Chapters 4–7.	
April 11	Viewing and discussion of <i>Race: the Power of an Illusion (part 3)</i> through the curriculum transformation lens and Chapters 4–7. Groups begin to prepare concept map on selected portions of Chapters 4–7.	
April 13	Small group PowerPoint presentations of Chapters 4- 7	compare and contrast on Chapters 4-7

April 18	Small group PowerPoint presentations of Chapters 4- 7	
April 20	Lesson plan presentations (Professional conference simulation; five-minute limit; professional dress preferred)	Lesson plan presentations due
April 25	Lesson plan presentations (Professional conference simulation; five-minute limit; professional dress preferred)	
April 27	Cultural Experience Presentations	Cultural Experience Presentations Due
May 2	Cultural Experience Presentations	
May 4	Review for final test	Meta-Comment Paper Due
May 9		
May 11	Post-test	Test 3

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).
- 3. 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)
- 4. 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).
- 5. 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).