

**University of North Texas at Dallas**  
**Fall 2014**  
**SYLLABUS**

<b>EDBE 3480: BILINGUALISM AND MULTICULTURALISM FOR ENGLISH LANGUAGE LEARNING: ISSUES AND PERSPECTIVES 3 credit hours</b>			
Department of	Teacher Education and Administration	Division of	Education and Human Services
<b>Instructor Name:</b>	Cynthia Rodriguez, Ph.D.		
<b>Office Location:</b>	201 L		
<b>Office Phone:</b>	972-338-1323 Cell phone: 940-391-4855 (call or text)		
<b>Email Address:</b>	Cynthia.Rodriguez@unt.edu		
<b>Office Hours:</b>	Tuesdays: 11:00-1:00 Wednesdays 1:00-6:30 Thursdays 10:30-12:00		
<b>Virtual Office Hours:</b>	By appointment or as specified in course calendar.		
<b>Classroom Location:</b>	ONLINE		
<b>Class Meeting Days &amp; Times:</b>	Class will meet for two face-to-face sessions this semester. Dates and locations will be specified in the course calendar.		
<b>Course Catalog Description:</b>	<p>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.</p> <p>*Required for all teacher education majors including students seeking EC-6 or 4-8 Generalist certification specialization in Bilingual or ESL education.</p>		
<b>Prerequisites:</b>			
<b>Co-requisites:</b>	N/A		
<b>Required Text:</b>	<p>Bennett, Christine (2011) <i>Comprehensive Multicultural Education: Theory and Practice</i> (Eighth Edition). Boston: Allyn &amp; Bacon.</p> <p><u>Selected autobiographical narrative: (Select <b>one</b> of the following class meeting)</u></p> <p>Beals, Melba. (1995). <i>Warriors Don't Cry</i>. New York: Washington Square Press.</p> <p>Crow Dog, Mary (1990). <i>Lakota Woman</i>. New York: Harper Collins Publishers.</p> <p>Gallo, D.R., Ed., (2004). <i>First Crossing: Stories about Teen Immigrants</i>. Cambridge, MA: Candlewick Press.</p> <p>Houston, J.W., &amp; Houston, J.D. (2002). <i>Farewell to Manzanar</i>. New York: Houghton Mifflin Company.</p> <p>Rodriguez, Luis. J. (1993). <i>Always Running: La Vida Loca: Gang Days in L.A.</i> New York: Simon &amp; Schuster.</p>		
<b>Recommended Text and References:</b>	<p>Ada, A. F., &amp; Thompson, K. D. (1993). <i>My name is María Isabel</i> (1st ed.). New York: Aladdin Paperbacks.</p> <p>Alvarez, J. (2002). <i>Before we were free</i> (1st ed.). New York: A. Knopf.</p> <p>Banks, J. A., &amp; Banks, C. A. M. (2007). <i>Multicultural education: Issues and perspectives</i> (6th ed.). Hoboken, NJ: John Wiley and Sons.</p> <p>Bernardo, A. (1996). <i>Fitting in</i>. Houston, TX: Piñata Books.</p> <p>Blanton, C. K. (2004). <i>The strange career of bilingual education in Texas, 1836-1981</i>(1st ed.). College Station: Texas A&amp;M University Press.</p> <p>Castilla, J. M. (1999). <i>Emilio</i>. Houston, TX: Piñata Books.</p> <p>Cofer, J. O. (1996). <i>An island like you: Stories of the barrio</i>. New York: Puffin Books.</p>		

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.

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

Hakuta, K. (1986). Mirror of language: The debate on bilingualism. New York: Basic Books.

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

Kozol, J. (1992). Savage inequalities: Children in America's schools (1st Harper Perennial ed.). New York: HarperPerennial.

Krashen, S. D. (1996). Under attack: The case against bilingual education. Culver City, CA: Language Education Associates.

Krashen, S. D. (1999). Condemned without a trial: Bogus arguments against bilingual education. Portsmouth, NH: Heinemann.

Jiménez, F. (1997). The circuit: Stories from the life of a migrant child (1st ed.). Albuquerque: University of New Mexico Press.

Jiménez, F. (1999). Cajas de carton (1st ed.). Boston: Houghton Mifflin.

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.

Ladson Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal. Vol 32, No. 3, pp. 465-491

Lee, M. G. (1996). Necessary roughness (1st ed.). New York: Harper Collins.

Lord, B. (1984). In the year of the boar and Jackie Robinson (1st ed.). New York: Harper & Row.

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

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.

Moll, C.L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice. Vol. 31, No. 4., pp.132-141.

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. (1987). "Let all of them take heed": Mexican Americans and the campaign for educational equality in Texas, 1910-1981 (1st ed.). Austin, TX: University of Texas Press.

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.

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.

**Access to Learning Resources:**

UNT Dallas Library:  
 Head Librarian: Brenda Robertson  
 phone: 972.338.1617  
<http://www.untdallas.edu/ourcampus/library>  
 UNT Dallas Bookstore:  
 Phone: 972.780.3652  
 Email: [untdallas@bkstr.com](mailto:untdallas@bkstr.com)

**Learning Objectives/Outcomes:**

- At the end of this course, the student will . . .
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 II IV; TEKS Social Studies VII, XVIII. ESL II, V, VII; BE I, LPS; INTASC 3, 5, 7, 9; Code of Ethics 1.7, 3.2, 3.3, 3.5)
  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 (TEExES PPR).
4. Know strategies for enhancing one's own understanding of students' diverse backgrounds and needs (TEExES 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. (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)
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 . (PPR TEKS SS)
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 D2, Culture 2b; ESL IV, V; BE I;LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)
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 throughout the course these techniques require students to actively participate in online discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques within the discussion board environment will complement the reflective inquiry approach. 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 the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL).

### **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.

## **STANDARDS**

### **ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS**

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

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.

Standard III. The ESL teacher understands the processes of first-and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV.

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V.

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

Standard VI.

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII.

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

### **BILINGUAL EDUCATION STANDARDS**

Standard I.

The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II.

The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III.

The bilingual education teacher knows the process of first-and second-language acquisition and development.

Standard IV.

The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V.

The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI.

The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

### **LANGUAGE PROFICIENCY STANDARDS (BILINGUAL VERSION)**

Standard I.

The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

Standard II.

The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

Standard III.

The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

Standard IV.

The teacher is able to write effective interpersonal and presentational discourse in the target language.

## **INTASC Principles**

### **Interstate New Teachers Assessment and Support Consortium**

Principle 1: Making content meaningful

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: Child development and learning theory

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: Learning styles/diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Instructional strategies/problem solving

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: Motivation and Behavior

The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self motivation.

Principle 6: Communication/knowledge

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: Planning for instruction

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8 Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: Professional growth/reflection

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally

Principle 10: Interpersonal relationships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)**

Standard I.\* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.\* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.\* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **SOCIAL STUDIES GENERALIST EC–6 STANDARDS**

Standard I.

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

Standard II.

The social studies teacher effectively integrates the various social science disciplines.

Standard III.

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

Standard IV.

History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

Standard V.

Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Standard VI.

Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII.

Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII.

Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX.

Culture:

The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Standard X.

Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

### **UNIVERSITY POLICIES AND PROCEDURES STUDENTS WITH DISABILITIES (ADA COMPLIANCE)**

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112–The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

### **Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short 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.

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to on-line class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

### **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.

