

University of North Texas at Dallas

Spring 2011

SYLLABUS

EDBE 3480.090

Bilingualism and Multiculturalism: Issues and Perspectives--3 hrs course

Division of
Education and Human Services

Instructor Name: *Dr. Jacqueline E. Romano*

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Office Hours: **M-W 12:00 to 2:30 pm and other times by special appointment**

Virtual Office Hours: Skype: *Jacque.arroyo-romano* or Blackboard chat

Class Meeting Days & Times: **3840.90 Monday and Wednesday 10:00 am – 11:20 am**

Class location DAL1 334

Course Catalog 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.

Required Text: **Bennett, C.** (2011). *Comprehensive Multicultural Education: Theory and Practice* (Six Edition). Boston: Allyn & Bacon.

Espinoza-Herold, M. (2003). *Issues in Latino education: Race, school culture, and the politics of academic success*. Boston: Allyn & Bacon.

Recommended Texts, Films and References: See Reference List (last page), electronic references provided also in Blackboard.

Access to Learning Resources: UNT Dallas Library:
phone: (972) 780-3625;
web: <http://www.unt.edu/unt-dallas/library.htm>
UNT Dallas Bookstore:
phone: (972) 780-3652;
e-mail: 1012mgr@fhcg.follett.com

Texas Education Agency Websites; Other ONLINE resources (TBA)
TK20 <http://www.coe.unt.edu/tk20> (TBA) Student subscriptions are effective for 7 years from date of purchase)

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).
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.

Course Outline

This is a tentative schedule and it may be subject to change by the instructor. Any changes to this schedule will be communicated by Dr. Romano on a weekly basis during class time or announcements on Blackboard to ensure all material is covered accordingly to class pace and students' needs. **Assignments and topics dates may be subject to change to reflect the syllabus schedule**

Week One January 19		Introduction Due by Friday Biography
Week Two Jan, 24, 26 Community service, tutoring begins	Begin attending multicultural events in the Metroplex- www.dfwinternational.org -calendar of events for the semester	Chapter 1 Multicultural Schools: What, why and how? What is multicultural education?
Week Three Jan 31, Feb 2		Chapter 2 Culture, Race, and the concepts for multicultural teaching
Week Four Feb 7, 9	Film analysis # 1 due Begin research paper- search for scholarly journals	Chapter 3 Race relationships and the nature of prejudice Reflection # 1
Week Five Feb 14, 16		Chapter 8 Learning styles and culturally competent teaching
Week Six Feb 21-23	Film analysis # 2 due	Chapter 9 Reaching all learners: perspectives of gender, class, and special needs Reflection # 2
Week Seven Feb 28-March 2	Select theme of Text Set	Chapter 10 Teaching in linguistically diverse classrooms Chapter 11 Multicultural curriculum development: a decision-making model and lesson plans
Week Eight March 7-9	Research Paper Due Begin searching for Text set items, begin writing draft	Chapter 2 (Espinoza-Herold) Que Pasa? Latinos: From the most numerous to the most neglected. Chapter 3 (Espinoza-Herold). Manny: "There's more than Whites out here" Chapter 4 (Espinoza-Herold) Carla" Her is America and here you speak English" Chapter 7 (Espinoza-Herold) Students' concerns and recommendations for Education

		Reform
Week Nine Spring Break March 14-20		.
Week Ten March 21-23	Text Set Due and Text set paper due	Presentations Reflection # 3
Week Eleven March 28-20		Chapter 6 Colonialism, Latino perspectives
Week Twelve April 4-6		Chapter 5 Colonialism, Involuntary immigration: American Indian and African American Perspectives Letter to my child's teacher- (handout) AA perspectives (handout)
Week Thirteen April 11-13	Field Experience Due Community Hours Due	Chapter 4 Immigrations and European American and Jewish American Perspectives Reflection # 4
Week Fourteen 18-20		Chapter 7 Contemporary Immigration: Asian, Muslin, and Arab Perspectives
Week Fifteen April 25-27		
Week Sixteen	Multicultural Experience Project Presentation and Multicultural potluck Power Point presentation due Multicultural Experience Paper Due	Class presentations of projects. Begin class presentations (tentative- depending of number of students enrolled in a class) Reflection # 5
Week Seventeen	Final	Finals Possible to continue class presentations for

Course Assignments

Description of Assignments	
Description of the assignment, directions, requirements and due dates will be posted on Blackboard under the tap "Assignments".	
I. Chapter Reflections (5)	50 points (ten points per week) Due each week, no later than 5 pm on Saturdays.
II. Video analysis s (outside of class) a. Video Due on Week 4 b. Video Due on Week 6	20 points (10 points each)

III. Multicultural children's/Adolescent Literature Text Set a. Due on week 10	30 points
IV. Research Paper-Culturally relevant pedagogy a. Due week 8	20 points
V. 20 Hours of Community Service a. Completed by week 13	20 points
VI. Field experience report/reflection/ and Case study (interview) report a. Completed by week 13	20 points
VII. Key Assignment: Reports about multicultural experience. The student will explore (deep and surface elements) of two cultures- 1) Latinos and 2) other ethnic immigrant group a. Due on Week 16	30 points
Minus absences/ Tardies COUNT!	1 absence= -4 points from final grade 2 absences= -8 points from final grade 3 absences= -16 points from final grade 4 absences= DROPPED FROM CLASS
Total possible Points	200 points
Extra Credit for attending the TAIR or the TABE, NABE conferences or a conference related to multicultural education. Proof of attendance will be required. BEAM April 19, 2011 LEAD-TX March 29, 2011	Five (5) points will be assigned to students' overall grade if they attend a conference related to ESL and bilingual education
Grade Distribution	
182-200- A	91-100%
181-162- B	90-81%
161-140- C	80-70%
139- 127- D	69-63%
126- below-F	63%-0%

Instructional Approach

Reflective inquiry techniques will be used throughout the course-these techniques require students to actively 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 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).

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

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.

Assignment Policy:

Exam Policy: Exams should be taken as scheduled. *Missed Exams*

No makeup examinations will be allowed except for documented emergencies (See Student Handbook), (i.e. doctor's note, obituary of a relative/friend, court appearance notice, etc).

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 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. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of

course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to 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.

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.

Class Policies:

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.

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.

Use of WebCT/Blackboard

Students will use Technology to complete assignments. Blackboard is the medium selected for this course. Assignments will be submitted under the tap "Assignments"— electronic copy(Blackboard) and hard copy (instructor) on dates assigned.

Required Reading

It is expected that students come to class with all assigned reading completed. The reading assignments provide a background for class discussion and activities. It is imperative to keep up with the reading. You are in charge to read each chapter as scheduled.

Community service learning

This course requires 18 hours of community service learning/observations/case study

Written Work

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for a written assignment. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed. Further information about plagiarism, consult UNT policy book. Out of compliance with this policy will result in a one letter grade lower for each assignment and final grade.

Attendance Policy

Attendance is very important in this class. A great deal of information is covered in a short amount of time. Please call or email in advance of class if you are not able to attend. Even when you call or email about your absences, 10 points will be deducted from your final grade.

Use of CELL PHONE, TEXTING, and other Electronic Gadgets in the Classroom

Cell phones must be turn off during the whole lecture period. No texting or ringers will be allowed during lecture time. Phones are to be kept out of sight. Texting is not allowed at any time during class time and no other electronic gadgets will be allowed during class time.

Other Business

Any other business unrelated to the class such as lectures or class activities need to be kept outside the classroom (e.g., planning a wedding, making appointments with friends, reading the newspaper during class, falling asleep, etc.).

Use of Laptops

To avoid conflict and misuse of the Internet- wireless during class time, laptops will not be allowed during lectures unless an assignment or activity requires of its use during class.

Grade incomplete –“ I”

No incomplete grade will be granted.

Using APA style

All written assignments will be typed-computer-black ink, following APA 6th Ed. Guidelines.

The following sentences present a sample of the type of font and size for all written required assignments. Each assignment will have a cover page with the following information: Full name, email, class number and section, assignment descriptor, and date. Ten (10) points will be deducted from the final grade for each assignment that does not follow properly the requirements, English writing spelling, grammar, sentence structure, paragraphing, etc. Written documents should follow APA style, 1' x 1' margins, Times Roman, size 12 font, double spaced. I highly suggest proofreading all documents prior to submission. No exceptions!!

References

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