

University of North Texas at Dallas
Summer II 2016
SYLLABUS for EDCI 5015 Action Research for Multicultural and
Multilingual Education /3Hrs

School of Education	
Instructor Name:	Dr. Uvaldina Janecek
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Office Hours:	Tuesday, Wednesday, Thursday 2:00 – 4:00
Classroom Location:	Dal 1 #308
Class Meeting Days & Times:	Tuesday, Wednesday, Thursday 4:00 – 6:50
Course Catalog Description:	This course is designed to allow students to explore methods and procedures in multicultural and multilingual research in and for classrooms and schools.
Prerequisites:	Admission to graduate school
Required Texts:	Resources provided by instructor
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Course Goals or Overview: The goals of this course are as follows:	
	The goal of this course is to help students gain insights into education in a pluralistic society. In particular, the student will be expected to interpret relevant Second Language Acquisition principles and multicultural educational research in ways that will benefit them as teachers working with diverse populations. In this light, the research in this area should become an essential point of reference for those involved in educational activities and pedagogies that facilitate cross cultural communication and teaching.
Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Demonstrate an understanding of the central concepts and theories of Second Language Acquisition and their implication for instruction in multilingual environments
2	Demonstrate knowledge of factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
3	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
4	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 students' cultural identities.
5	Identify appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.

6	Read and respond to research and resource literature discussing the impacts of American education on multiple subcultures including but not limited to race, language difference, religion, gender and sexuality
7	Engage in research and write a paper concerning an area of interest regarding an education policy or practice that impacts on issues of multiculturalism and diversity

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Date	Topics	Assignments	Learning Objectives
July 12	<ul style="list-style-type: none"> Introduction: General information, syllabus, expectations, explanation of assignments Who are we? What is multicultural education? 	<ul style="list-style-type: none"> Read Chapters 1 and 2 handout; answer discussion questions 	LO 2, 3
July 13	<ul style="list-style-type: none"> Debrief Chapters 1 & 2 handout Exploring Identity 	<ul style="list-style-type: none"> Watch video: "The Danger of a Single Story" https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en 	LO 2, 3, 4
July 14	<ul style="list-style-type: none"> What is Race? "The Power of an Illusion" https://vod.library.unt.edu/cat_vodentry.php?film=498 	<ul style="list-style-type: none"> Read article by Mukhopadhyay - <i>How Real Is Race? Using Anthropology to Make Sense Of Human Diversity</i> 	LO 2, 3, 4
July 19	<ul style="list-style-type: none"> Video "White People" https://www.youtube.com/watch?v=_zj1PmJcRM Teaching about "Whiteness" Tim Wise on White Privilege https://www.youtube.com/watch?v=J3Xe1kX7Wsc 	<ul style="list-style-type: none"> Read article by McIntosh- <i>White Privilege: Unpacking the Invisible Knapsack</i> Watch all 5 parts of "Mirrors of Privilege: Making Whiteness Visible" https://www.youtube.com/watch?v=8KYJl0PECv8&list=PL9jzhJhqkkJJPRQk_ekAU_9RG7urpAdLWF 	LO 2, 3
July 20	<ul style="list-style-type: none"> "School Colors" video series (as time permits): Bringing the Issues to your school Part 1: https://www.youtube.com/watch?v=1G2Gr7xIk1M Part 2: https://www.youtube.com/watch?v=XQ-Anut5nuE 	<ul style="list-style-type: none"> Finish watching the "School Colors" videos and answer discussion questions 	LO 2, 3, 4

	<p>Part3:https://www.youtube.com/watch?v=YQP9dLXbLMo</p> <p>Part 4: https://www.youtube.com/watch?v=MHX1dH_yejw</p> <p>Part 5: https://www.youtube.com/watch?v=WdoZdM3Lalc</p> <p>Part 6: https://www.youtube.com/watch?v=yr-JzEJQkB4</p>		
July 21	<ul style="list-style-type: none"> Action Research for Multicultural Education 	<ul style="list-style-type: none"> Read Simms: <i>A Teacher-Educator Uses Action Research to Develop Culturally Conscious Curriculum Planners</i> and select one article from the References to read and report on in class 	LO 4, 6, 7
July 26	<ul style="list-style-type: none"> Article Reports & Reflections 	<ul style="list-style-type: none"> Select journal article from files and present a summary and reflection – Work with a partner 	LO 6, 7
July 27	<ul style="list-style-type: none"> Journal Article Reports; class reflections 	<ul style="list-style-type: none"> Read Critical Practices Manual 	LO 6, 7
July 28	<ul style="list-style-type: none"> Critical Practices Workshop 	<ul style="list-style-type: none"> Read Stanley article: <i>Multicultural Questions, Action Research Answers</i> 	LO 5
Aug 2	<ul style="list-style-type: none"> Reflections from Stanley article Formulating a research question 	Work on research plan	LO 6, 7
Aug 3	<ul style="list-style-type: none"> Critical Practices Presentations 	Read handout on SLA	LO 5
Aug 4	<ul style="list-style-type: none"> Second Language Acquisition (SLA) Part 1 – A brief history 	Work on Action Research Project	LO 1
Aug 9	<ul style="list-style-type: none"> Second Language Acquisition (SLA) Part 2 – Major theories TAC Chapter 89 	Action Research Project due	LO 1
Aug 10	<ul style="list-style-type: none"> Presentation of Action Research Project . 	SLA Quiz	LO 3, 4, 5, 6, 7
Aug 11	<ul style="list-style-type: none"> Presentation of Action Research Project Last class day 	End of Course	LO 3, 4, 5, 6, 7

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Activities/Assignments	Value (percentages)
Attendance & Class Participation	15%
SLA Quiz	10%
Identity Assignment	5%
Video Response Assignments	15%
Critical Practices Assignment & Presentation	15%
Article Presentations	15%
Research Project & Presentation	25%
Total:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility

statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. If you are absent, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publicbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html