

University of North Texas at Dallas
Summer II 2014
Syllabus
Dal1 248
M-Th 6:30-8:20

EDBE 3480.90

Bilingual and Multiculturalism: Issues and Perspectives 3 hrs

Division of Education and Human Services

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Office Hours: Via Skype
Mon-Thursday 9-11 AM

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 Texts:

Bennett, C. (2011). Comprehensive Multicultural Education: Theory and Practice (Seventh Edition).

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](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 students will:

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)
Accept and respects students with diverse backgrounds and needs (TExES PPR).
Know how to use diversity in the classroom and the community to enrich all student's learning experiences (TExES PPR)
Know strategies for enhancing one's own understanding of students' diverse backgrounds and needs (TExES PPR)
Know how to plan and adapt lessons to address students varied background, skills and 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)
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)
Understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environment (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)
Has knowledge of the foundations of ESL education and factors that

contribute to an effective multicultural and multilingual learning environment (State ESL standard 2).
Has knowledge of the factors that affect ESL students learning of academic content, language, and culture. (State ESL standard 5).
Develop an understanding of bilingualism and multiculturalism within a global and national context.
Identify appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.

Course Outline

Calendar		Topics of Discussion	Assignments
Week 1	This assignment meets the following standards: TEKS SS IV, IX; INTASC 3, 8, 9, 10; LPS III; BE I; ESL III; VII	Chapter Define: Culture, deep and surface culture, Race, and Ethnic group Video clip: The story we tell	
Week 2	TEKS SSIV; PPR II	Intro to concepts for multicultural teaching Chapter Define racism, discrimination, prejudice Intro to: Race relationships and the nature of prejudice	Due Critical Reflection #1 (INTACS I, 2, 3, 8, 9; PPR I, III) Making Groups for Book-

			Espinoza-Herold
Week 3	Discussion of the book by Espinoza-Herold	Chapter Presentations	Class discussion Group work Critical Reflection # 2
Week 4	PPR 1,II,TEKS SS	Chapter Presentations	Independent work/ Film Analysis
Week 4	INTASC I, III, Code of Ethics 3.4 (d), 3,8 (h); TEKS SS I, IV, V, VII, IX	Chapter Presentations What does it mean culturally relevant curriculum? What does it mean culturally competent teaching Learning styles and culturally competent teaching	-Funds of Knowledge - Culturally responsive teaching - Multiple Intelligences
Week 4	INTASC I, III, Code of Ethics 3.4 (d), 3,8 (h); TEKS SS I, IV, V, VII, IX PPR I-IV; INTASC 3, 4,	Chapter Presentations Teaching in linguistically diverse classrooms American Perspectives	
Week 4	TEKS SS IV, IX, Code of Ethics 3.4 (d); INTASC 9	Chapter Presentations Multicultural curriculum development: a decision-making model and lesson plans	Discussion of Fund of Knowledge, culturally responsive teaching, multiple intelligences Critical reflection#3
Week 5	This	Historical aspect of immigration	Group

	<p>assignment meets class objectives 1-11; ESL II, III; IV, VI; INTASC 1, 3, 4, 5, 6, 7, 10; PPR I, II, III; Code of Ethics; TEKS SS III, IV, V, VI, VII, IX, X</p>	<p>patterns Chapter Presentations Colonialism, Involuntary immigration: American Indian and African Chapter Presentations Colonialism, Latino perspectives</p>	<p>presentations co teaching chapter 4- Bennet Book Critical Reflection # 4</p>
Week 5	<p>This assignment meets class objectives 1-11; ESL II, III; IV, VI; INTASC 1, 3, 4, 5, 6, 7, 10; PPR I, II, III; Code of Ethics; TEKS SS III, IV, V, VI, VII, IX, X</p>	<p>Chapter Presentations Immigrations and European American and Jewish American Perspectives Chapter 7 Contemporary Immigration: Asian, Muslim, and Arab Perspectives</p>	<p>Group Presentations Co-teaching</p>
<p>I. Critical Reflections (4) Due: No later than 5 p.m. on This assignment meets class objectives 1,2,3 7, 10; LPS II, IV; Sunday of the week due. Submit PPR I IV; INTASC 9</p>			<p>Up to 40 points: Due no later than 5 pm on Sunday of the week due. Submit</p>

	assignment on Blackboard.
II. Film Analysis This assignment meets class objectives 2, 6, 7, 10, 11; ESL II, III, IV, V, VI; BE, IV, LPS IV, INTASC 1, 2, 3, 4, 6, 7, 8, 9; PPR I, III; TEKS I, II, III, IV, V, VIII, IX, X	Up to 30 pts
III. Student's Biography of Self. This assignment meets class objectives 1-6; ESLIII, BEIII, INTASC 2,3,5,9,10 TEKS SSIX	Up to 30 pts
IV. Chapter Presentations Co-teaching This assignment meets class objectives 1-11; ESL II, III; IV, VI; INTASC 1, 3, 4, 5, 6, 7, 10; PPR I, II, III; Code of Ethics; TEKS SS III, IV, V, VI, VII, IX, X	Up to 40 points
VI. Key Assignment: Written Report and Presentation about multicultural experience. The student will explore (deep and surface elements) of two cultures- 1) Latinos and 2) other ethnic immigrant group	30 points 10 for presentation 20 for written paper
FINAL EXAM	30 Points

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 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.

Assignment Policy: Exam Policy: Exams should be taken as scheduled.

Academic Integrity:

Academic integrity is a hallmark of higher education. and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be 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:

More than 4 absences will result in DROP of the course.

3 absences will result in a complete loss of a LETTER grade.

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.

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.

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

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 that 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.