

University of North Texas at Dallas
Summer II 2014
SYLLABUS

EDCI 5015D Action Research for Multicultural and Multilingual Education /3Hrs	
Department of Teacher Education and Administration	Division of Teacher Education and Human Services
Instructor Name:	Elizabeth Kastiel
Office Location:	UNT-Dallas, Founders Hall
Cell Phone:	312-285-4410
Email Address:	Elizabeth.kastiel@untdallas.edu
Office Hours:	By appointment M-R.
Virtual Office Hours:	Call or e-mail any time.
Classroom Location:	208
Class Meeting Days & Times:	MTWR 10:00 am- 11:50 am
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:	Admitted to Graduate School.
Co-requisites:	None.
Required Text and Articles:	Ortega, Lourdes. 2009. <i>Understanding Second Language Acquisition</i> . London: Hodder Education. Various journal articles and other publications.
Recommended Text and References:	Larsen-Freeman, D. and Marti Anderson (2011). <i>Techniques and Principles in Language Teaching, 3rd edition</i> . Oxford: Oxford University Press. Gay, Geneva. (2000). <i>Culturally responsive teaching: theory, research, and practice</i> , New York: Teachers College Press. Durodoye, B. A. (2003). The science of race in education. <i>Multicultural Perspectives</i> , 3(2), 10-16. McIntosh, P. (2000). <i>White Privilege: Unpacking The Invisible Knapsack</i> . Orfield, G., Frankenberg, E. D., & Lee, C. (2004/2002). The resurgence of school desegregation. <i>Educational Leadership</i> , 16-20. Phinney, J. S. (2000). Ethnic identity in adolescents and adults: Review of research. In Noel, J. (Ed.). <i>Notable Selections in Multicultural Education</i> (pp. 127-146). Guilford, CT: Dushkin/McGraw-Hill. Mukhopadhyay, C., Henze, R.C. (2003). Using Anthropology to make sense of human diversity. <i>Phi Delta Kappan</i> , 84(9), 669-678. Haynes, Charles (2004). <i>Religious liberty in public schools</i> . Electronically available at the Freedom Forum's Web site, first amendment section, at:

	<p>http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx U.S. Department of Education (2003). <i>Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools</i>. Walton, G. (2005). The Hidden Curriculum in <i>Schools</i>: Implications for Lesbian, Gay, Bisexual, Transgender, and Queer Youth. <i>Alternate Routes</i>. 2005, Vol. 21, p18-39, 22p Addressing Homophobic Behavior in the Classroom http://glsen.org/templates/resources/record.html?section=14&record=820 Pransky, K., & Bailey, F. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. <i>The Reading Teacher</i>, 56(4), 370-383. Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). Berman, P., Aburto, S., Nelson, B., Minicucci, C., Burkart, G. (2000). <i>Going schoolwide: Comprehensive school reform inclusive of limited English proficient students</i>. Washington D.C.: Office of Bilingual Education. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <i>Theory into Practice</i>, 31(2), 132-141. Garcia, K. (2002). "Swimming against the mainstream: Examining cultural assumptions in the classroom." In L. Darling-Hammond, J. French, & S. Garcia-Lopez (eds.). <i>Learning to teach for social justice</i> (pp. 22-29). New York: Teachers College Press. Gay, G. (2000). Power pedagogy through cultural responsiveness. In <i>Culturally responsive teacher: Theory, research & practice</i> (pp. 21-43). New York: Teachers College Press. Ladson-Billings, G. (1994). Culturally relevant teaching. <i>The dreamkeepers: Successful teachers of African American children</i> (pp. 102-126). San Francisco: Jossey Bass. Nieto, S. (2004). Multicultural education and school reform. In <i>Affirming diversity: the sociopolitical context of multicultural education</i> (pp. 344-365). Steele, J. (2002). Acknowledging diversity in the classroom. In L. Darling-Hammond, J. French, & S. Garcia-Lopez (eds.). <i>Learning to teach for social justice</i> (pp. 18-21). New York: Teachers College Press.</p>
Access to Learning Resources:	Blackboard, UNT online library
Course Goals or Overview:	
	This course examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system. Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive pedagogy.
Learning Objectives/Outcomes: At the end of this course, the students will:	

1	Become a reflective planner that is sensitive to the needs of their students
2	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
3	Articulate multiple experiences that shape your view of education and how these views can both help and hinder your eventual work with diverse student populations
4	Analyze curriculum materials for possible impact on diverse student populations
5	Engage in research and write a paper using a disciplinary style manual (APA) concerning an area of interest regarding an education policy that impacts on issues of multiculturalism and diversity
6	Discuss, using current research and theoretical works, the means by which education can be made more relevant and beneficial to all students

Course Outline

Week 1	<p>Defining Multicultural Education What is multicultural education? What are its most important concepts? What is the connection between multicultural education and school reform?</p> <p>Required reading for 7/8: Nieto, Sonia M. (2003a) Profoundly Multicultural Questions. <i>Educational Leadership</i>. 60(4), 6-10</p> <p>Required reading for 7/9: James A Banks, (1993) Multicultural Education: Development, Dimensions, and Challenges” <i>Phi Delta Kappan</i></p> <p>Required reading for 7/10: Nieto, Sonia (2002; 1994) Lessons from Students Creating a Chance to Dream. <i>Harvard Educational Review</i> (64) 4 392- 427</p> <p>Required reading for 7/14: tbd</p> <p>Written Assignments:</p> <ul style="list-style-type: none"> - School profile - Journal article report
Week 2	<p>Linguistic Diversity and Second-Language Acquisition What are the best practices for language-minority students? What happens to those students who are out of the linguistic and behavioral norms? How and why are teacher perceptions regarding linguistic and behavioral norms important in the classroom?</p> <p>Required Readings: Will be provided by the instructor</p> <p>Written Assignments:</p> <ul style="list-style-type: none"> - Journal article report - Journal article presentations
Week 3	<p>Class Issues and Multiculturalism: What are the structural and organization issues in classrooms and schools? How do these systems perpetuate inequality and restrict access to an equal education?</p> <p>Required readings: Will be provided by the instructor</p>

	<p>Written Assignments:</p> <ul style="list-style-type: none"> - Journal article reports - Journal article presentations
Week 4	<p>The “Hidden Curriculum”: What is ethnicity and race? How have these factors historically influenced the the process of schooling?</p> <p>Required readings: Will be provided by the instructor</p> <p>Written Assignments:</p> <ul style="list-style-type: none"> - Journal article reports - Journal article presentations
Week 5	<p>Culturally and Linguistically Responsive Pedagogy: What is culturally and linguistically pedagogy and how to I incorporate in my classroom?</p> <p>Required readings: Will be provided by the instructor</p> <p>Written Assignment: Synthesis Essay</p>

GRADING MATRIX

Instrument	Weight
School Profile	10 points
Presentation of Journal Article	5 points
Journal Article Reports and Response (Weeks 1-4)	40 pts (each worth 10 points)
Participation	30 pts (1.5 point/day)
Synthesis Essay	15 points

GRADING SYSTEM:

A = 90 - 100
 B = 80 - 89
 C = 70 - 79
 D = 60 - 69
 F = 59 or less

COURSE EVALUATION METHODS

1. Reports of Journals Article and Reflection: Each student is expected to critically analyze a multicultural issue from a publication such as *The Journal of Multiculturalism* <http://www.wtamu.edu/journal/multiculturalism-in-education.aspx> and submit a weekly essay and reflection. The essay should be double-spaced, approximately 2-3 pages and engage with the reading in a focused way that reflects on the student’s teaching and learning philosophy.

The report should include:

1. Bibliographic citation at the top of the page
2. Abstract of the article explaining the following:

- What did the researchers do (problem they researched)
- What did the researchers find (summary of the findings)
- What are the possible applications for a classroom?

3. Personal evaluation of the article (reading response)

2. **Presentation Journal Article:** Each student has been assigned day to present on their journal article, starting Week 2.

3. Class Discussion: The assigned readings will serve as our “anchor text” for our learning objectives the next day. As we read, think about the following questions: Where are issues of cultural difference discussed and how are they presented? Whose interests are served?

-- What is the stated issue?

-- What is the author's perspective?

-- Do you agree/disagree or have an opinion?

The first twenty to thirty minutes of each class will be allocated for our discussions. At times, the instructor will give a “during reading” strategy. This is an informal discussion session, designed to orient the class toward current and on-going issues and to encourage debate.

4. Synthesis Essay. ~ 8 pages.

Due Final Class This essay should be a *developed, systematic synthesis* on the course themes, readings, and discussions. This is an opportunity to integrate the course materials with your self- understanding, and to explore topics at both a feeling and thinking level. You should pick a topic, or set of related topics, that is of deep and genuine interest to you, and develop a position that utilizes relevant readings and frameworks from discussions. The paper should be typed, double-spaced, in 12 point font. Margins should be one-inch on all sides. The paper must be in APA style.

5. **School Profile:** For this school profile project analyze your school as to its multicultural aspects and how the environment impacts education of the students. What are the school demographics (race, income, languages) for example and what are the academic achievements rates for the various subgroups?