

BSL 236 - Multicultural Influences on Learning
 Spring 2008
College of Education
Department of Language, Literacy, and Special Populations

BSL 236 is a required course for Bilingual and (ESL) English as a Second Language Certification and an option for satisfying COMPONENTAREA (Cultural Studies) of the CORE CURRICULUM

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Office Hours: Monday at the University Center 2:00 – 5:00
 Wednesday and Friday 11:00 – 2:00
 Thursday 9:00 – 11:00
 Other days and times by appointment

Required Text: Gollnick, D. M. & Chinn, P. C. (2006). *Multicultural Education in a Pluralistic Society* (Seventh Edition) Upper Saddle river, NJ: Pearson Merrill Prentice Hall.
If you purchase a used book, check for the included DVD.

Course Description: This course builds and expands prior professional knowledge, preparation, and experience fostering astute awareness, knowledge, and skills so that individuals may interact in learning environments with learners whose cultural background may differ from their own. Major emphasis will be placed on the influence of culture, importance of understanding our own cultural backgrounds and experiences, and the microcultures of class, ethnicity, race, gender, age, and language on education. The course develops knowledge on issues impacting the public schools and society in the area of diversity to help understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, culture, race, social class, and educational areas. It also provides an overview on the diversity and richness of our multicultural nation and how the differences expand rather than limit one’s education. Prerequisite: sophomore standing. Credit 3 course

Standards Matrix

<i>Objectives/Learning Outcomes</i>	<i>Activities (*Indicates field activity)</i>	<i>Performance Assessment</i>	<i>Standards State</i>
Differentiate characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning needs.	Participates in class discussion activities focusing on students with varied backgrounds.	Weekly participation Summary Cultural Interview & Rubric Diversity Study & Rubric	1.1k, 1.3k

*Demonstrates effective written communication of thought. *Demonstrates understanding of theories, research, and classroom practices in light of current theory and research. *Distinguish cultural and socioeconomic differences and significance of differences.	*Reflective Journals *Written reports *Participation Summary Reports *Research of the varied backgrounds of different school communities *Classroom cooperative group Activities *Cultural Interview	*Journals & Rubric *Chapter tests and Essay questions *Diversity Study Rubric *Responses to video questions *Weekly Participation Summary Report *Cultural Interview Rubric	1.3k, 1.1s 1.2s, 1.5s 1.4k, 1.5k 1.4s 2.1k, 2.1s 2.2k, 2.2s 4.1k, 4.2k 4.1s, 4.3s, 4.4s
Practice use of resources beyond campus to help student's meet academic and nonacademic needs.	*Share experience interviewing individuals from different cultures *View and respond to videos of various multicultural situations. *Evaluate different cultural settings and resources available.	*Cultural Interview Rubric *Diversity Study Rubric	1.12k, 1.14k 1.15k 1.12s, 1.14s 1.15s
Distinguish ways to establish positive classroom climate to foster active engagement in learning among students.	Group discussions and activities View and discuss videos of real classroom situations	Weekly Participation Summary Chapter Tests Responses to Video questions	2.2k, 2.2s 2.3k, 2.3s 2.4k, 2.4s 4.1k, 4.1s
Identify strategies and techniques for using instructional groupings to promote student learning.	Cooperative group activities Small group and whole group class discussions	Class Presentations & Rubric Weekly Group Weekly Participation Summary	2.22k, 2.23k 2.20s, 2.21s
Recognizes different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts.	Cooperative group activities Whole class activities Group presentations	Responses to video questions Journal Rubric Chapter Tests	2.4k, 3.5k, 3.9k 3.10k, 3.11k 2.4s, 2.5s 3.12s, 3.13s 3.14s, 3.15s 7.4s, 7.5s
Applies principles of Multiculturalism through self-reflection	Application of past experience Through reflective journals Chapter quizzes and interim tests	Self-evaluation Chapter tests Journal Rubric Collection of course documents	

Web Address for state standards: <http://www.sbec.state.tx.us>

Web Address TESOL standards for P-12 Teacher Programs: <http://tesol.org/assoc/p12standards/index.html>

Web link to Conceptual Framework:

Course Format: This course meets for three hours weekly and includes lectures, discussions, group and individual presentations. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective responses, and activities are required.

Course Content:

Upon completion of this course, the candidate will be able to identify/describe/explain:

1. Foundations of Multicultural Education
2. Educational implications for differences in socioeconomic class
3. Ethnicity and Racial diversity/group identity and educational implications
4. Gender differences and identity
5. Exceptionality of students and educational implications of differences
6. Religious differences and educational implications
7. Language differences of students in schools
8. Age and education
9. Education that is Multicultural

Attendance Policy:

Students may not miss more than three hours of absence during the semester. 10 points will be deducted for **each hour** of absence beyond the 3 hours. Class sessions are important to your understanding of the material. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Two tardies to class is the equivalent of one hour of absence. It is your responsibility to sign the roll sheet during each class period. **Failure to sign roll sheet will count as an absence.**

Blackboard.com Information:

All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class Blackboard site frequently. Email and group postings can be accessed through the Blackboard site.

Course Requirements/Grading Procedures

There are **500** possible points for satisfactory completion of course assignments. Grades will be assigned according to this scale:

A	90 – 100%	(450 – 500 points)
B	80 – 89%	(400 – 449 points)
C	74 – 79%	(370 – 399 points)
D	65 – 73%	(325 – 369 points)
F	Below 65 %	(less than 325 points)

Assignments:

Assignments are expected to be turned in at the **beginning** of the class session. Late assignments will result in point deductions. All written work is expected to be neat, professional and typed. All grading criteria will be given when the assignment is introduced.

Course Requirements/Graded Assignments:**Professionalism/Class Participation**

Students are expected to behave in a courteous, professional manner in class. Cell phones must be turned off and put away. Participation in discussion groups and individual activities each class period is expected, and will be considered part of the assessment grade for assignments in the course. Student must check BLACKBOARD daily and respond to announcements, posts, etc. as needed. Points may be deducted for unprofessional behavior. Read, Review, and Understand the information on professional behavior. http://www.shsu.edu/%7Eedu_1ls/classexpectations.htm

1. Diversity Study – Develop a deeper understanding of a local community in terms of resources available that support as well as hinder the goals and objectives of multicultural education. Follow guidelines provided on Blackboard. You will write a 4 page paper and present your findings to the class. Presentation should be a summary of your written paper and no more than 5-6 minutes per person. Points will be taken off for “reading” your presentation to the class. Paper (60 points). Presentation (40 points). Attach Report Rubric to the FRONT of your paper and present the Presentation Rubrics with your name and name of your geographic area at the time of presentation. (Total of 100 points)

2. **Cultural Interview: Interview someone from a different cultural or ethnic group. Interview will begin with section describing (giving a background personal profile of) the interviewee and why this person is considered someone from a different culture than you as the interviewer. The interview will have a conclusion explaining what you learned from the interview. Sample interview questions are included in the guidelines for the Cultural Interview on Blackboard. Format your questions and answers like you have seen interviews written in magazines, newspapers or other publications. On a separate sheet of paper, write a summary of your interview that you will present to your group members. Attach rubric to front of paper. (Total of 80 points)

3. Chapter Summary/Reflective Journals: Guidelines for writing chapter summaries and reflective journals are on Blackboard. You will be writing a journal for five chapters (of your choice) in the book. Chapters one (1) and nine (9) do NOT require journals. Journals must be handed in at the time the chapter is presented. Points will not be awarded for late journals. Rubric is NOT necessary unless points are taken off. In that case the professor will provide the rubric and explanation (10 points per journal.) (Total of 50 points for required chapters)

4. Video Questions – You will be watching several videos in class or as an assignment outside of class. Some of the videos are on the DVD supplied with our text, and others are in addition to the DVD. You will be required to answer questions for at least 10 videos that will be assigned, and handed in at the appropriate time (5 points each -- Total 50 points).

5. Weekly Summary and Reflection – Each week you will write at least a three (3) sentence summary of the discussions in class and your understanding of the topics being presented. You will also make notes of your weekly participation and contribution to the class. The summaries will be kept in date order for classes 1-8 and 9-16. They will be handed in with the Weekly Participation Summary Rubric and your “self-evaluation” twice during the semester. Each collection will be worth 25 points. (Total of 50 points)

7. Self-Evaluation. A self-evaluation will be required twice during the semester. You will be required to write at least a one-page written self-assessment (1) discussing connections you are making, (2) identifying the work you feel is your best effort so far in the course, (3) how you feel your thinking has changed or evolved over time, and (4) what you feel has been your most important contribution to class. Twenty-five (25) points per evaluation. (Total of 50 points).

8. Tests and Essays: Three or more tests/quizzes which may include essay questions will be administered during the semester. They may not be pre-announced. No make-up quizzes will be administered. (Total of 100 points)

9. Blackboard discussions: Throughout the course topics or statements will be put up on the discussion site of blackboard. Read all entries, give a well formulated response to the question, and respond specifically to 2 other students. (Total of 20 points)

Extra Points:

Extra points may be earned by submitting current event articles (summary and reaction paper) pertaining to class discussions (maximum two articles/paper – 5 points each), hours in attending professional development workshops or meetings (not required for any other class). (1 point per hour, maximum of 5. Documentation and summary of workshop required). Other extra credit assignments may be placed on blackboard periodically. Maximum of 15 extra credit points may be earned during the semester.

Student Information on:

(1) Academic Dishonesty, (2) Classroom Rules of Conduct, (3) Student Absences on Religious Holy Days, (4) Students with Disabilities Policies and (5) Visitors in the Classroom can be located using the link: (<http://www.shsu.edu/syllabus/>) Students are expected to read, understand, and adhere to the above information.

**** Bring your textbook, course binder and note-taking/writing materials (pen, pencil, notebook paper) to class each session.**

**** Be prepared for the classroom discussion during each class session by reading the material, completing assignments prior to class.**

**** The instructor will communicate with you through your SHSU e-mail and Blackboard. Be sure to check each system daily**