

**BSL 236 - Multicultural Influences on Learning**  
**Spring 2008**  
**College of Education – Sam Houston State University**  
**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

*Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of the communities' diverse learners.*

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 Office hours: before or after the Monday class at the University Center  
 Class Times: Monday 6:00-8:40 p.m.

**Textbook/Readings:** Multicultural Education in a Pluralistic Society (Seventh Edition) by Donna M. Gollnick and Philip C. Chinn. Pearson Merrill Prentice Hall Publishers  
 ISBN: 0-13-119719-3 [http:// www.prenhall.com/gollnick](http://www.prenhall.com/gollnick)

**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.	Reflective Journals Written reports Participation Summary Reports	Journals & Rubric Chapter tests and Essay questions	1.3k, 1.1s 1.2s, 1.5s 1.4k, 1.5k 1.4s 2.1k, 2.1s
Demonstrates understanding of theories, research, and classroom practices in light of current theory and research. Distinguish cultural and socioeconomic differences and significance of differences.	Researches varied backgrounds of different school communities  Classroom cooperative group Activities  Cultural Interview e-pals with university students from Taiwan and France	Diversity Study Rubric Journal Rubric Responses to video questions Weekly Participation Summary Report Cultural Interview Rubric Website login	2.2k, 2.2s 4.1k, 4.2k 4.1s, 4.3s, 4.4s

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<i>Objectives/Learning Outcomes</i>	<i>Activities (*Indicates field activity)</i>	<i>Performance Assessment</i>	<i>Standards State</i>
Practice use of resources beyond campus to help student's meet academic and nonacademic needs.	Share experience interviewing individuals from different cultures View 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 Me-Bags	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/stand\\_framwrk/ava2003/ESL%20EC\\_12\\_pdf](http://www.sbec.state.tx.us/stand_framwrk/ava2003/ESL%20EC_12_pdf)

Web Address TESOL standards for P-12 Teacher Programs: <http://tesol.org/assoc/p12standars/index.html>

**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:**

1. Foundations of Multicultural Education
2. Class
3. Ethnicity and Race
4. Gender
5. Exceptionality
6. Religion
7. Language
8. Age
9. Education that is Multicultural

## Course Requirements/Graded Assignments:

**FORMAT FOR COURSE DOCUMENTS:** All assignments outside of class must be computer-generated, double-spaced, use a 10-12 point Arial or Times New Roman font, and proofread to be error free. Major WRITTEN assignments (**marked with \*\***) such as the research paper, cultural interview, and others are expected to have an appropriately titled cover page. **COVER PAGE** will include: title of document; student's name; prepared for: (professor's name); course name, number and section; date paper was prepared; and any other important information.

- 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 in class. 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 (100 points). Presentation (50 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 150 points)
- 2. Me-Bags:** Fill a bag with 5 items that tell about your culture and are important to whom you are. This will be shared with the whole class. Pick items you are willing to share with the whole class. Fill out the brief paper describing the items you picked for your Me-Bag contents and their importance to your cultural development. This presentation should be no more that 5 minutes long. ( 50 points))
- 3. \*\*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. 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 100 points)
- 4. Chapter Summary/Reflective Journals:** Guidelines for writing chapter summaries and reflective journals are given to you. 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)
- 5. 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).
- 6. Weekly Participation Summary:** 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 1-7 and 8-13. 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. E-pals Cross Cultural Project:** You will each have an e-pal that you will be writing to and this interaction will broaden your cross cultural awareness. You and your e-pal will be reading three articles and exchanging how you feel about the topics. I hope you find it a great experience. (100 points)
- 8. 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).
- 9. 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)

**Attendance for BSL236:** Punctual and regular attendance is expected. A student may be penalized (one full grade) for more than three hours of absence. Two tardies and /or early departures are equivalent to one hour of absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments.

**Expectations:** Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, contact the professor for special arrangements. If your work is submitted later than the day specified, the following points are deducted from the assignment:

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 15% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

**Americans with Disability Act:**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

**Student Absences on Religious Holy Days Policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of class of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**Grading the Course Assignments:**

E-Pals Cross Cultural Project	100 points
Me Bag	50 points
Diversity Study	150 points
Cultural Interview	100 points
Reflective Journals	50 points
Weekly Participation Summary	50 points
Video Questions	50 points
Quizzes/Tests	100 points
Self-Evaluation	50 points
Total points possible	700 **

**\*\*To receive an “A” in the class all course assignments must be completed.**

**The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus to meet individual needs of the student (1-1-2008).**

100-91%	A	700-637 points
90-81%	B	636-567 points
80-74%	C	566-518 points
73-70%	D	517- 490 points
below 69	F	489 or below

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Class Schedule

Date	Assignments	Extra Notes
January 28, 2008	Syllabus will be explained Activities will be explained	Studies need to be sure they understand all assignments and ask questions as necessary
February 4, 2008	The students will have read Chapter 1 and discuss Me-Bag presentation	<b>Me-Bags Presentation</b>
February 11, 2008	The students will have read Chapter 2 and discuss Video Chapter 1 Vocabulary Test	<b>Vocabulary Test for Chapter 1</b>
February 18, 2008	The students will have read Chapter 3 and discuss Video	
February 25, 2008	The students will have read Chapter 4 and discuss Video Students will discuss e-pals project	E-pal Project
March 3, 2008	The students will have read Chapter 5 and discuss Video E-pals project	E-pal Project Weekly Presentations Due
March 10, 2008	Spring Break	
March 17, 2008	The students will present Diversity PowerPoint for the class. E-pal project	<b>PowerPoint for Diversity Study</b>
March 24, 2008	The students will read Chapters 6 and 8 and discuss Video E-pals Project	<b>E-Pal Project</b>
March 31, 2008	The students will read Chapter 7 And discuss Video E-Pals Project	<b>E-Pals Project</b>
April 14, 2008	Present Cultural Interview E-Pal Project	<b>Presentation of Cultural Interview</b>
April 21, 2008	Student will read Chapter 9 and discuss E-Pals Presentation	E-Pals Project
April 28, 2008	Students will discuss experiences learned in class and finalize the E-Pals Project	<b>Finalize E-Pals Project Weekly Presentations Due</b>
May 5, 2008	Final Exam	<b>Final Exam</b>

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