

**BSL 236 - Multicultural Influences on Learning**  
**Summer 2008**  
**College of Education – Sam Houston State University**  
**Department of Language, Literacy, and Special Populations**

**Instructor:** Dr. Helen Berg, *Assistant professor*  
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**Office Hours:** by appointment

**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

**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 Conceptual Framework #</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 Culture Digest & Rubric	1.1k, 1.3k
Demonstrates effective written communication of thought.	Reflective Journals Written reports Participation Summary Reports	Chapter tests and Essay questions	1.3k, 1.1s 1.2s, 1.5s 1.4k, 1.5k 1.4s
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	Culture Digest Rubric Journal Rubric Responses to video questions Weekly Participation Summary Report Cultural Interview Rubric Chapter Tests	2.1k, 2.1s 2.2k, 2.2s 4.1k, 4.2k 4.1s, 4.3s, 4.4s  (1); (2); (3); (a); (I-IV)
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 Culture Digest Rubric	1.12k, 1.14k 1.15k 1.12s, 1.14s 1.15s (1); (2); (3); (a); (I-IV)
Distinguish ways to establish positive classroom climate to foster active engagement	Group discussions and activities View and discuss videos of real classroom situations	Weekly Participation Summary Chapter Tests	2.2k, 2.2s 2.3k, 2.3s 2.4k, 2.4s

<i>Objectives/Learning Outcomes</i>	<i>Activities (*Indicates field activity)</i>	<i>Performance Assessment</i>	<i>Standards State Conceptual Framework #</i>
in learning among students.		Responses to Video questions	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
Applies principles of Multiculturalism through self-reflection	Application of past experience Through reflective journals Chapter quizzes and interim tests	Chapter tests Journal Rubric Collection of course documents	7.4s, 7.5s  (1); (2); (3); (a); (I-IV)

Web Address for state standards: [http://www.sbec.state.tx.us/stand\\_framwrk/ava2003/ESL%20\\_EC\\_12\\_pdf](http://www.sbec.state.tx.us/stand_framwrk/ava2003/ESL%20_EC_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.

**1. Cultural Visual:** Student will create a visual representation of their culture. The student will use at least 10 aspects of surface and 10 deeper culture. You can use pictures, words, cut-outs, etc to illustrate each cultural aspect. In addition, the student will write a one page reflection directed to a teacher. More guidance will be given by the instructor. You will be expected to share your “Cultural Visual” by presenting it to the class or in a small group. Please include your name, telephone number, cell number, emergency number and e-mail address in the **top right-hand corner of this paper**. **Presentations should be a MINIMUM of 2 minutes and MAXIMUM of 4 minutes** A Rubric should be printed and handed to the professor at the time of presentation. (30 points)

### 2. Cultural Study/Poster

– Develop a deeper understanding of a culture 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 1page (two sides) paper and present your findings in a poster/ visual format to the class. Presentation should be a summary of your written paper and no more than 3 minutes. Students may work in groups or alone for this assignment. Points will be taken off for “reading” your presentation to the class. Paper (35 points). Presentation (15 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 30 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 on Blackboard. Format your questions and answers like you have seen interviews written in magazines, newspapers or other publications. Attach rubric to front of paper. (Total of 30 points)

**4. Chapter Summary statements:** Guidelines for writing chapter summaries are on Blackboard. You will be writing a chapter statement for each chapter (of your choice) in the book that you will discuss in small groups. Be prepared to share those in class to the whole group. Chapter statements must be handed in at the time the chapter is presented. Points will not be awarded for late journals. (Total of 20 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 5 videos that will be assigned, and handed in at the appropriate time (10 points each -- Total 50 points).

**6. Tests and Essays:** Two or more tests/quizzes which may include essay questions will be administered during the class. No make-up tests will be administered. (Total of 50 points)

**7. Self-Evaluation.** A self-evaluation will be required at the end of class. (Total of 20 points).

**Attendance for BSL 236:** 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:**

Culture Study	50 points
Cultural Interview	30 points
Chapter summaries	20 points
Culture Visual	30 points
Video Questions	50 points
Quizzes/Tests	50 points
Self-Evaluation	20 points

**Evaluation Scale:**

100-91%	A
90-81%	B
80-74%	C
73-70%	D
below 69	F

Total points possible 250 \*\*

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