

BSL 236 - Multicultural Influences on Learning
Fall 2007
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 COMPONENT AREA (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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Textbook/Readings: Understanding Human Differences (Second Edition) by Kent L. Koppelman; and Video Workshop for Multicultural Education
 Both books are packaged together. ISBN: 0-205-59089-6
 Allyn & Bacon Publishers

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.	Chapter activities and Discussion questions Cultural Pizza	1.1k, 1.3k
Demonstrates effective written communication of thought.	Reflective Journals Collection of Articles on Multi-Cultural issues	Journals Essay reponses	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.	Diversity Study Classroom cooperative group Activities Cultural Interview	Written Report Class Presentation Weekly activities Videos Written Report	2.1k, 2.1s 2.2k, 2.2s 4.1k, 4.2k 4.1s, 4.3s, 4.4s

<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.	View videos of various multicultural situations. Evaluate different cultural settings and resources available.	Class discussions Videos Written and Oral Report on Diversity Study	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	Group Activities Projects	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	Cooperative learning activities Class Presentations	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	Self and peer evaluation for use of motivational strategies	
Applies principles of Multiculturalism through self-reflection	Application of past experience Through reflective journals Chapter quizzes and interim tests	Chapter quizzes Final Test Portfolio of course documents	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

Web Address for state standards: 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. Understanding Ourselves and Others: Clarifying Values and Language
2. Understanding Prejudice and Its Causes
3. Communication, Conflict and Conflict Resolution
4. Immigrants and Oppression: The Paradox of Nativism in a Nation of Immigrants
5. Race and Oppression: The Experiences of People of Color in America
6. Religion and Oppression: The struggle for Religious Freedom
7. Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society
8. Racism: Confronting a Legacy of White Domination of America
9. Sexism: Where the Personal Becomes Political
10. Heterosexism: Transforming Homosexuality from Deviant to Different
11. Classism: Myths and Misperceptions about Poverty
12. Pluralism in Society: Creating Unity in a Diverse America

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. Cultural Pizza: Using a 10-section pie chart and the "Cultural Pizza Guidelines," each section is to be filled in with a different cultural aspect that is important to you. You can use pictures, words, cut-outs, etc using each pie section to illustrate a different cultural aspect. You may use categories other than the ones suggested, as long as they represent an important cultural aspect to you. You will be expected to share your "Cultural Pizza" presenting it to the class. 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. (50 points)

2. **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 must choose a race or ethnic group different from your own. This project will be done with a partner. Photos need to be taken to illustrate your narrative. You will write a 4 page paper (one paper per group) and present your findings to the class. Presentation should be a summary of your written paper and no more than 5-6 minutes per group. Points will be taken off for "reading" your presentation to the class. Paper (100 points). Presentation (100 points). Present Rubrics for all group presenters at the time of presentation.

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. 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. (100 points)

4. Chapter Summary/Reflective Journals: Guidelines for writing chapter summaries and reflective journals are on Blackboard. You will be writing 10 journals over the chapters in the book. The chapters NOT requiring journals are listed on the class schedule. 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. (5 points per journal – total of 50 points).

5. Video Workshop Workbook – Completion of the workbook modules as assigned. Some will be homework; others will be completed in class. The workbook should be kept in the portfolio notebook in a "pocket." (Five of the 6 modules will be completed – 10 points each). (50 points).

7. Portfolio Notebook for Journals, Articles, Video Workbook, and Projects. A notebook (3 ring binder – 1 to 1-1/2 inches should be large enough) will be maintained for your journals and articles in chapter order. Separate sections should be established for class projects and your research paper. You will be notified the week before the notebook will be checked for completion. I will be checking the notebooks twice during the semester. The Video workbook can be kept in the front or back "pocket" of your notebook – or in a "pocket" divider. (10 points at first check – 10 points at last check) (20 points total)

8. Quizzes & Class Essays: A total of 4 quizzes and/or essay questions will be administered during the semester. They will not be pre-announced. Each quiz is worth 20 points. No make-up quizzes will be administered. (80 points)

9. Final Test: The test will be a multiple choice and/or essay questions. The test is directly related to the chapter discussions. Students will be allowed to use class notes during the test. **Text books will NOT be allowed.** If students have perfect class attendance and at least 546 points on the last day of scheduled class, they will be exempt from the final. (50 points)

10. EXTRA CREDIT: Articles on current Multicultural issues presented in class. Students may present one article per chapter for up to 10 articles (the article must related to the chapter presented in class that day) relating to current multicultural

issues. Articles must be handed in with a one paragraph summary attached to the front. Five points per assignment may be awarded. (Up to 50 points for EXTRA CREDIT may be awarded for participation in these activities).

Attendance: 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:

Cultural Pizza	50 points
Diversity Study	200 points
Cultural Interview	100 points
Reflective Journals	50 points
Video Workbook	50 points
4 – Chapter Quizzes/Essays	80 points
Notebook Portfolio	70 points
Total points possible	600 **

****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 (8-1-2007).

100-91%	A	600-546 points
90-81%	B	545-486 points
80-74%	C	485-444 points
73-70%	D	443-420 points
below 69	F	