



**BESL 2301 Multicultural Influences on Learning
Summer II 2016**

College of Education

Department of Language, Literacy, and Special Populations

Instructor:

Dr. Helen Berg, Associate Professor
Office location: TEC 135
P.O. Box 2119/SHSU
Huntsville, Texas 77341-2119
Phone: (936) 294-4633 Fax: (936) 294-1131
E-mail address: hberg@shsu.edu

Office hours: Online, email and phone

Day and time the class meets: Online

Location of class: Online

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 micro cultures 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: None. Credit 3.

IDEA Objectives: In this course, our focus will be on these major objectives:

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Developing a clearer understanding of, and commitment to, personal values.

Textbooks: Bucher, R.D. (2015). *Diversity consciousness (4th ed.)*. Upper Saddle River, NJ: Pearson.

Course Format: BESL 2301 Multicultural Influences on Learning is an online course. Class sessions will include a combination of online discussions, assignments, quizzes and exams. This course will also utilize BlackBoard for communication, information sharing, assignment submission, and assessments.

Course Content:

1. Illustrate the importance of diversity in this era of globalization.

2. Articulate the challenges created by our changing cultural landscape.
3. Describe and give examples of the demographic, technological, and social changes that are responsible for the growing importance of diversity.
4. Analyze how the social and cultural context mediates teaching and learning.
5. Analyze how social structures of race, class, gender, (dis)ability, and sexuality work to create relations that privilege to some and deny opportunity to others.
6. Identify and evaluate those diversity skills that promote a more inclusive school and work environment.
7. Articulate the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to promote working and learning environments that support the cultural identities of students.
8. Explain and apply selected dimensions of diversity to oneself and one's life experiences.

Course Requirements:

Late assignment policy

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, ask your classmate to submit for you or 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).

Time requirement

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism policy

Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects online.

Academic Dishonesty policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, please see the following link: [Dean of Student's Office](#)

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator TESOL – Teachers of English to Speakers of Other Languages NETS – ISTE NETS Technology Standards
Differentiate characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning needs.	Discussions, lecture, cultural interview, readings, movies and videos, quickwrites	Discussion rubric Cultural Interview Rubric, Movie reaction rubric Quizzes and exams Quick write rubric	DDP-1, 4, 5, 6, 8, 10 CF-1, 2, 3 NETS- 3, 4 TESOL –1a , All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g)
Demonstrates effective written communication of thought.	Cultural interview, cultural identity paper, readings, movie reaction essays, discussions, quick writes	Cultural Identity rubric Cultural Interview Rubric Movie reaction rubric Discussion rubric Quick write rubric	DDP-4, 5, 6, 8 CF- 2, 3, 5 NETS- 3 TESOL-1a , All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g)
Distinguish cultural and socioeconomic differences and significance of differences.	Cultural Interview, lectures Movies and videos, readings, discussions Cultural identity paper Quickwrites	Discussion rubric Cultural Identity rubric Cultural Interview Rubric Movie reaction rubric Quizzes and exams Quick write rubric	DDP-1, 4, 5, 6, 8, 10 CF 1, 2, 3, 5 NETS- 1, 3 TESOL- All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g), 3e
Practice use of resources beyond campus to help student's meet academic and nonacademic needs.	Cultural Interview Videos and movies of various multicultural situations. Readings, discussions	Cultural Interview Rubric Movie reaction rubric Discussion rubric	DDP-1, 4, 5, 6, 8, 10 CF-2, 3, 5 NETS- 1, 2, 3, 4 TESOL- All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g)
Distinguish ways to establish positive classroom climate to foster active engagement in learning among students.	Discussions Movie reaction assignments Quick writes Lecture, readings	Discussion Rubric Quizzes and Exams Movie reaction rubric Quick write rubric	DDP-1, 4, 5, 6, 8, 10 CF- 1, 2, 3 NETS- 3 TESOL- All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g), 3e
Recognizes different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts. Applies principles of Multiculturalism through self-reflection	Discussions Cultural Interview Culture identity paper Lecture, readings	Discussion rubric Cultural identity paper rubric Movie reaction rubric Cultural Interview Rubric Quizzes and exams	DDP-1, 4, 5, 6, 8, 10 CF- 1, 2 NETS- 3 TESOL-- All of Domain 2 (2.a, 2.b, 2.c, 2.d, 2.f, 2.g), 3e

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for **TESOL standards**: <http://www.tesol.org>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course Evaluation:

Grading the Course Assignments:

Self-Introduction	40	**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.
Family History	50	
Cultural Identity Paper	100	
4 Discussions (25 pts. each)	100	
Cultural Interview Paper	100	
4 Quizzes (30 pts. each)	120	90 – 100 % A
Exams (100 pts. each)	200	89 – 80 % B
2 Movie reaction essays	200	79 – 70% C
3 Quickwrites (30 pts. each)	90	69 – 60 % D
		below 59 % F
Total	1000 pts	

Expectations:

Attendance for BSL236: **Punctual and regular attendance is expected. In an online class, this is measured by completing tasks on the scheduled due date. Failing to complete work on time will be considered an absence. Each absence after the first one will result in the deduction of 3 percentage points from final grade.** Remember that all assignments need to be submitted in order for a student to receive an "A" grade in the course regardless of the number of points earned.

FORMAT FOR COURSE DOCUMENTS: All assignments outside of class must be computer-generated, double-spaced, using a 12 point Arial or Times New Roman font. Please put your name on all assignments uploaded.

1. Self-introduction assignment: Write a short introduction of yourself on BB. Respond to at least **two other** classmates self-introductions. **40 pts. Total.** See BB for details.

2. Family History: Write a one page essay about anything you know about your family's history. If you don't know your history, write about why, you don't know about it. See BB for details. **50 pts. Total.**

3. Cultural Identity Paper: Write a 3-4 page reflective paper that describes your cultural identity and the social and economic factors that have influenced your cultural identity. See BB for additional details. **100 pts.**

4. Discussions and discussion responses - There are four discussions online. You must complete **one initial post** and **one response to a classmate's** in order to receive credit. (25 pts. each). **100 pts.** See BB for details

5. Cultural Interview Paper: Interview someone from a different cultural or ethnic group. Write a 3- 4 page report on this interview. The interview report will begin with a section describing (giving a detailed background of the person you are interviewing) the interviewee and why this person is considered someone from a different culture from yours. Additional guidelines are posted on BB. **100 pts.**

6. Quizzes: Four quizzes (30 pts. each) will be given to ensure that you are completing the readings. The quiz will cover the readings listed in the syllabus. If you do not complete quiz by the due date you will be marked absent. **100 pts. Total.**

7. Exams: There will be two exams (**midterm and final**). Each exam will be worth 100 pts. **200 pts. total.**

8. Movie reaction essay: Choose two of movies on the list posted. Watch the movie and write a 2-3 page reaction to the movie using the guidelines provided on BB. 100 pts. each. **200 pts. total.**

9. Quickwrites: Quick writes are brief, timed writing opportunities that require only 3-10 minutes to engage in critical thinking in written form. There are three quickwrites 30 pts. each. **90 pts. Total**

CLASS SCHEDULE

Assignments in red, Discussions in purple, Quizzes and exams in blue

Date	Topic	Reading assigned	Assignments due
Day 1 7/6	Introduction to the class		Self introduction due on BB
Day 2 7/7	Faces of America	None	Family history due
Day 3	Overview of diversity	Ch 1 (pp. 1-23)	Response to others' intro due

7/8			
Day 4 7/11	Diversity facts	Ch. 1 (pp. 23-32)	
Day 5 7/12	Cultural Identity	Ch. 2 (pp. 33-47)	Discussion 1 post due
Day 6 7/13	What is diversity consciousness?	Ch. 2 (pp. 47-60)	Quiz 1 – chapters 1 & 2
Day 7 7/14	Personal and social barriers to success	Ch. 3 (all)	Responses to classmates on discussion 1 due
Day 8 7/15	A Class Divided		Culture Identity paper due
Day 9 7/18	Developing diversity consciousness	Ch. 4 (95-110)	Discussion 2 post due
Day 10 7/19	Developing diversity consciousness (cont.)	Ch. 4 (110-124)	Quiz 2 – chapters 3 & 4
Day 11 7/20	Workday		Movie assignment 1 due Responses to classmates on discussion 2 due
Day 12 7/21	Midterm Exam	Test covers Ch. 1-4 and Days 1-11	
Day 13 7/22	Communication in a diverse community	Ch. 5 (p. 125-141)	Discussion post 3 due
Day 14 7/25	Communication in a diverse community (cont.)	Ch. 5 (p. 141 -150)	
Day 15 7/26	Social networking	Ch. 6 (p. 151-169)	Responses to classmates on discussion 3 due
Day 16 7/27	Social networking and diversity consciousness	Ch. 6 (p. 169-190)	Quiz 3 – chapters 5 & 6
Day 17 7/28	Workday		Cultural Interview due Discussion post 4 due
Day 18 7/29	Inclusiveness	Ch. 9	Quiz 4 – chapter 9
Day 19 8/1	Diversity in schools – race, ethnicity & SES		Quick write 1 Responses to classmates on discussion 4 due
Day 20 8/2	Diversity in schools – gender, sexual orientation and religion		Quick write 2
Day 21 8/3	Diversity in schools – Exceptionalities and language		Quick write 3
Exam Day 8/4	Final exam	Test covers Ch. 5, 6 & 9, Days 13-20	

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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” 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). 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. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

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 affect adversely 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 . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

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