I. Course Description
   This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting English Language Learners (ELL) and culturally and linguistically diverse students (CLD) in our schools today. Doctoral students prepare and present a panel discussion of teaching approaches to multicultural literacy.

II. Rationale
   This course is designed to enable students to acquire knowledge of (1) theory and research in multicultural literacy, (2) ways that multiculturalism articulates with literacy learning, and (3) strategies and techniques for effectively implementing a multicultural literacy program.

III. State Adopted Proficiencies:
   1. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
   2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
   3. The teacher responds appropriately to diverse groups of learners.
   4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
   5. The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies-not applicable

V. Course Objectives and Outcomes
   From Standard IV of the Master Reading Teacher Standards: The MRT applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.
   - Know how reading development in the first language affects development in English.
   - Know issues and concepts related to the transfer of literacy competency from one language to another.
   - Know how to identify best practices for literacy instruction for English Language Learners.
   - Know expected stages and patterns of language development as related to primary and second language acquisition.
Know how differences in dialect or vocabulary may affect a student's acquisition of reading skills.
Know strategies for increasing the literacy of English Language Learners.

VI. Course Topics
- Learning about cultures from books and discussions
- Identifying and examining stereotypes
- Cultural and linguistic differences
- Culturally responsive instruction
- Bilingualism and reading development
- K-12 ESL students in the literacy classroom
- Multicultural and multi ethnic literature
- Literature study circles
- Best practices for second-language learners

VII. Instructional Methods and Activities
This course will consist of lectures, demonstrations, group activities, Internet, and video.

VIII. Evaluation and Grade Assignment
1. Where I am now: The beginning
   You will prepare a response to the course topics determined in the first class meeting. You will write a one page response indicating your knowledge, perceptions and attitudes at the beginning of class. (50 points)

2. Community Event
   You will attend a community event where you are the “other.” In other words, you will attend an event in which you are not a member of that cultural group. Possible community events include but are not limited to: attending a church service in which you are not a member of, Juneteenth celebrations, political events, etc. The event must be approved by me in advance. After attending the community event, you will write a 2 page reflection of the event (100 points).

3. Multicultural Literacy/Bilingual Topic Research Paper
   This class will be organized around the interests and needs of students in the class. Each student will participate as a member of a Multicultural Literacy Issue resource group. You will research that issue and use your research in class discussions, in a group presentation, and in an individual paper. As a group member, you will be called upon to expand or clarify topics that are addressed in class as they relate to your group’s area of expertise throughout the semester. Your individual paper will relate to a specific topic within your group’s issue. You may select another topic for your paper as long as it is related to what is covered in class. However, you will still be expected to demonstrate knowledge in your group responsibility. You will submit your topic to me prior to writing your research paper. Once your topic has been approved you will write an 8 –10 page paper on what you have learned about your topic. Your paper should consist of a brief review of the literature, a discussion of the implications your topic has on education, teachers, students and society at large, your reflections or personal comments and opinion on the topic and concluding remarks. You need a minimum
of 8 articles (may include book chapters). The paper must be word-processed, double-spaced and written using APA format. (200 points).

5. Reflection
You will write a final reflection in class. This writing will be done in class and should demonstrate thought and reflection regarding learning in this course as it relates to your classroom experiences (100 points).

6. Blackboard Discussion:
You are to post a minimum of two discussion posts per week regarding assigned modules. You may respond to materials read as well as postings from your peers (100 points).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Where I am now paper</td>
<td>50</td>
</tr>
<tr>
<td>Chapter Summaries</td>
<td>30</td>
</tr>
<tr>
<td>Blackboard Discussions</td>
<td>100</td>
</tr>
<tr>
<td>Research paper</td>
<td>200</td>
</tr>
<tr>
<td>Community Event</td>
<td>100</td>
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<tr>
<td>Final Reflection</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>580</strong></td>
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</tbody>
</table>

**Evaluation and Grade Assignment**
Grades will be assigned according to the professional level of the final submissions.
A = Excellent- All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance (spell checked, proofread, etc.).
B = Good- All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.
C = Average- The work is complete. The work contains all required parts. The work lacks evidence of time and effort.
D = Passing- The work is not adequate in details, efforts, professionalism, or completeness.
F = Failing- The work is inadequate or incomplete.

**Grading scale:**
A  93% to 100%
B  86% to 92%
C  79% to 84%
D  72% to 83%
F  71% or less

IX. Class policies and Regulations:
Assignments: All papers must be word-processed, doubled spaced and spell checked. Cite references where applicable using APA 5th edition (we'll talk more about this in class).

Late assignments: Late assignments will not receive full credit. Of course there are some events in life we cannot neither predict nor dictate that may cause delay in work products. I will take this into consideration on an individual basis.

Grading policy: I take the evaluation and grading of your work very seriously, and I know that you work very hard to do your best in your courses. While it may take me a little longer to read your work and return it to you, I write comments on papers and read them more than once before assigning a grade to them.

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed so that we may refer directly to them if the situation arises.

1. Respect
   We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   Show courtesy.

2. Comfort
   Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   No question is stupid! We all learn at different paces and by asking questions.

3. Honesty
   You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation.
   World Wide Web -Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

4. In interpreting others' comments, we should be fair-minded and understanding.

University Policies

Statement of Civility
Texas A & M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or
disability. Behaviors that infringe on the rights of another individual will not be tolerated.

b. Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

c. Academic Integrity
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

http://catalog.tamucc.edu/catalog07/undergraduate/general/general.html
IX. Course Schedule and Policies.

NOTE: This is an online course. The following schedule is a framework you should follow in order to complete your assignments in a timely manner. You have the option of working ahead but not to fall behind.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/04 – 6/10</td>
<td>Module 1</td>
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<tr>
<td>6/11 – 6/17</td>
<td>Module 2</td>
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<td>6/18 – 6/24</td>
<td>Module 3</td>
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<td>6/25 – 7/01</td>
<td>Module 4</td>
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<tr>
<td>7/02 – 7/05</td>
<td>Module 5</td>
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IX. Texts

Required Texts

XI. Bibliography


