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
  Best practices for second-language learners

VII. Instructional Methods and Activities
This course is an online course that utilizes a variety of resources from the Internet and video.

VIII. Evaluation and Grade Assignment. Complete description for each module is provided online.

1. Module 1: Learning About Culture
   You will complete all readings, videos, activities, and assessments associated with Module 1 (15%).

2. Module 2: Critical Race Theory
   You will complete all readings, videos, activities, and assessments associated with Module 2 (15%).

3. Module 3: Identifying and Examining Stereotypes
   You will complete all readings, videos, activities, and assessments associated with Module 3 (15%).

4. Module 4: Bilingualism
   You will complete all readings, videos, activities, and assessments associated with Module 4 (15%).

5. Module 5: Culturally Responsive Teaching
   You will complete all readings, videos, activities, and assessments associated with Module 5 (15%).

6. Research Paper
   You will research an issue that deals with an aspect of multiculturalism or bilingualism. 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 review of the literature on what you have learned about your topic and how it addresses a minimum of 3 out of the 5 modules covered in this course. You need a minimum of 8 articles (may include book chapters). You may not use any of the articles or book chapters assigned to the modules. The paper must be word-processed, double-spaced and written using APA 6th edition format. (25%).
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<th>Module 1</th>
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<td>Module 5</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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:**

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93% to 100%</td>
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<td>B</td>
<td>86% to 92%</td>
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<tr>
<td>C</td>
<td>79% to 84%</td>
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<tr>
<td>D</td>
<td>72% to 83%</td>
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<td>F</td>
<td>71% or less</td>
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**IX. Class policies and Regulations:**

**Assignments:** All papers must be word-processed, doubled spaced and spell checked. Cite references where applicable using APA 6th edition.

**Late assignments:** Late assignments will not be accepted. 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 and or assignments 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 their office located in CCH 116.
Email: disability.services@tamucc.edu URL: http://disabilityservices.tamucc.edu

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” or “0” 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.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his or her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended because of academic dishonesty, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance.
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.

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>6/03 – 6/06</td>
<td>Course Introductions</td>
<td>6/06</td>
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<tr>
<td>6/04 – 6/09</td>
<td>Module 1</td>
<td>6/19</td>
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<td>6/16 – 6/21</td>
<td>Module 3</td>
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<td>6/22 – 6/27</td>
<td>Module 4</td>
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<td>6/28 – 7/03</td>
<td>Module 5</td>
<td>7/03</td>
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<td></td>
<td>Research Paper</td>
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IX. Texts

Required Texts


XI. Bibliography


