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. Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

IV. 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.
V. **International Literacy Association**  
*Standard 4: Diversity*  
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

VI. **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.

VII. **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

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

IX. **Evaluation and Grade Assignment.** Complete description for each module is provided online.  
There are some basic competencies that I expect you will have in order to perform well in this class. These are:  
- Ability to proof read your assignments before submitting  
- Ability to cite references when making general and/or specific statements that are not entirely your own  
- Ability to communicate effectively when you do not understand the instruction or expectations about assignments  
- Ability to connect to the Internet, download required materials, and post required materials as needed. **I will not entertain excuses emerging from last minute computer troubles.** So plan ahead and have back up plans in place should something go wrong.

1. **Module 1: Learning About Culture**
You will complete all readings, videos, activities, and assessments associated with Module 1 (20%).

2. Module 2: Critical Race Theory
   You will complete all readings, videos, activities, and assessments associated with Module 2 (20%).

3. Module 3: Identifying and Examining Stereotypes
   You will complete all readings, videos, activities, and assessments associated with Module 3 (20%).

4. Module 4: Bilingualism
   You will complete all readings, videos, activities, and assessments associated with Module 4 (20%).

5. Module 5: Culturally Responsive Teaching
   You will complete all readings, videos, activities, and assessments associated with Module 5 (20%)

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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:**
A  93% to 100%
B  86% to 92%
C  79% to 84%
D  72% to 83%
F  71% or less
X. Class policies and Regulations:

This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you will complete all the assignments and not request extra-credit assignments at the end of the semester should your grade be below your expectations. **There will be NO extra credit assignments under any circumstances.**

**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.

Retrieved 5/15/12 from
http://catalog.tamucc.edu/content.php?catoid=4&navoid=111#Academic_Honesty

XI. 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.

XII. Texts

Required Texts


XIII. Bibliography
Late work and Make-up Exams
Full credit will not be given for late assignments.

Extra Credit
Extra credit is not an option for this course.

Cell Phone/Electronic Device Usage
Cell phones and other electronic devices should not be used during class. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.
**Academic Integrity/Plagiarism.**

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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

See calendar for drop and other important dates.

**Preferred methods of scholarly citations**

Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

**Classroom/professional behavior**

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
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 you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Veteran’s Affairs for assistance at (361) 825-2331.