I. Course Description
The course will examine cultural, linguistic, and pedagogical rationales from theoretical, methodological and cultural frames of reference for adapting standard curricula and materials to meet the needs of a diverse student body. Students begin to recognize all learners as capable, motivated, resilient, and able to build on cultural strengths. Strategies for school change are also explored.

II. Rationale
American classrooms are becoming increasingly culturally, linguistically, ethnically, and economically diverse (CLEED, and at the same time, disparities in educational opportunities and outcomes continue to grow. With 40% of the nation's students coming from culturally and linguistically diverse backgrounds, educators’ instructional practices must have the flexibility to connect to a broad range of student learning needs in order to close the achievement gap.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
• N/A

IV. TExES Competencies
• N/A

V. Course Objectives and Outcomes
This course is designed to enable students to:
• Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
• Possess and draw upon a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
• Respond appropriately to diverse groups of learners.
• Understand the nature of culture and the connections between language and culture, and understand the practices, products, and perspectives of the culture.
• Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
• Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
• Apply knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.

VI. Course Topics
The major topics to be considered are: culturally relevant pedagogy, the processes of enculturation and acculturation, and the impact that each has on students’ language acquisition and cognitive development

VII. Instructional Methods and Activities
Methods and activities for instruction include but are not limited to:
Traditional Experiences - lecture/discussion, demonstrations, guest speakers
Clinical Experiences - cooperative groups, student demonstrations and presentations, and role play

VIII. Evaluation and Grade Assignments
The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

Participation: Participants are expected to complete all assigned readings and participate actively in seminar discussions. Seminar sessions should be highly interactive, and I expect students to come prepared to discuss and analyze the readings.

Cultural Analysis/Discussion: Each student will write a 3-5 page cultural analysis that includes family values/language patterns/behaviors of his/her own culture. The analysis should end with an interpretation of how one’s own cultural values and behaviors can impact student learning and the provision of instruction (include biases).

Seminar Leader: Each student will lead one seminar discussion (perhaps two, depending on numbers) from Handbook on Research on Literacy and Diversity. Selections will be
made the first night of class. Please prepare to make the seminar discussion effective, focused, and responsive to participants’ interests.

**Research/Issue Paper:** The final paper will be a mini research study and focus on an issue chosen by the student. It should include references to course readings as well as to other works and experiences of the student’s choosing. Additional references may be used as well. This paper should follow APA 5th edition guidelines and be at least 15 pages in length.

**Additional Readings:** In order to increase your knowledge of the body of literature about literacy leaders, you are to select two outside readings that you have chosen to include in your research/issue paper. Write a one page summary, and share it with the class. You may select something from the recommended readings list or from another source. Readings must be approved and may not be duplicated.

**Student Presentation:** Each student will present his or her research/issue paper to the class. Your presentation will be a maximum of 20 minutes and should include time for questions and answers. The presentation must include PowerPoint presentation and handouts.

**Evaluation and Grade Assignments**
1. Participation 10 points
2. Cultural Analysis 15 points
3. Seminar Leader 15 points
4. Additional Readings 15 points
5. Student Presentation 15 points
6. Research Paper 30 points

**B. Grading Scale**

A  93 -100 points  
B  86 - 92 points  
C  79 - 85 points  
D  72 - 78 points  
F  71 or fewer points

**IX. Course Schedule and Policies**

**A. Tentative Course Schedule**
B. Class Policies

Assignments: All papers must be word-processed, doubled spaced and spell checked. Cite references where applicable, and follow APA citation style when doing so.

Late assignments: All papers and projects should be submitted on the date that they are due, and thus late assignments may not be accepted. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis.

Grading policy: The evaluation and grading of coursework is taken very seriously. In order to provide constructive feedback, papers are read more than once and written comments are included before a grade is assigned. It may take a little longer to read and return your work.

Ground rules for discussions and assignments:

1. 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.

2. Academic Honesty
   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.)

3. Americans with Disabilities Act (ADA)
   Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M
University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816.

X. Textbook(s)

The textbook(s) adopted for this course is/are:

There are not any assigned textbooks for this class. Assigned readings will come from peer-reviewed journal articles.

XI. Bibliography

The knowledge bases that support course content and procedures include:


