SYLLABUS
EDFR 2301.09
Intercultural Context
Department of Bilingual and Literacy Studies

INSTRUCTOR INFORMATION

Instructor: Dr. J. Joy Esquierdo
Office: EDUC-Edinburg 2.216
Office Hours: Monday & Wednesday 10AM-12PM
Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, virtual session, or a meeting.
Office Telephone: (956) 665-3605
E-mail: joy.esquierdo@utrgv.edu

Term Spring 2018
Meeting Times and Location: Monday and Wednesday 1:40PM-2:55PM, EDUCC 2.234
Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION AND PREREQUISITES

This education course introduces students to issues related to equity, diversity, and social justice for culturally and linguistically diverse students and exceptional learners as well as classroom strategies for engaging diverse learners. Prerequisites: None; 3.000 Credit hours

TEXTBOOK AND/OR RESOURCE MATERIAL

COMPREHENSIVE MULTICULTURAL EDUCATION: THEORY AND PRACTICE (8TH ED.)

WRITTEN BY: CHRISTINE I. BENNETT

This syllabus subject to change to better meet course objectives per discretion of instructor.
RECOMMENDED TEXTS & OTHER READINGS

Other readings will be posted on Blackboard in the “other readings” folder.

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.

2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.

3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.

4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.

5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

TEXES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES/STANDARDS

- Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- Standard III: The teacher promotes 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.

COURSE OBJECTIVES

This syllabus subject to change to better meet course objectives per discretion of instructor.
The goal of EDFR 2301 is to equip all learners to become compassionate critics of educational inequality and effective advocates for the success of diverse learners. This will involve:

1) working to overcome biases and assumptions that may have led us to develop simplistic understandings of educational challenges
2) keeping an open mind as we read and write toward more profound understandings of those challenges
3) accepting that differences of opinion, priorities, and values really do exist
4) AND taking real people’s lives and struggles seriously.

### MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program. Teacher candidates in initial programs must demonstrate competence in the four categories of the InTASC standards.

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively. Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via BBL course and by visiting Texas Education Agency Curriculum Standards Texas Essential Knowledge and Skills [http://tea.texas.gov/index2.aspx?id=6148](http://tea.texas.gov/index2.aspx?id=6148)

Teacher candidates must model and apply technology in their instruction.

Assignments identified as key assessments will be submitted and scored in Tk20 with the EPP-approved rubric.
### COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Program SLOs</th>
<th>Texas Teacher Educator Standards</th>
<th>InTASC Categories</th>
<th>CAEP Standards</th>
<th>ISTE</th>
<th>Discipline / SPA / Other Required Standards</th>
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</thead>
<tbody>
<tr>
<td>1. working to overcome biases and assumptions that may have led us to develop simplistic understandings of educational challenges</td>
<td>1, 3</td>
<td>STANDARD I, II</td>
<td>Standard 1 and 3</td>
<td>STANDARD I</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>2. keeping an open mind as we read and write toward more profound understandings of those challenges</td>
<td>1, 3</td>
<td>STANDARD I, II</td>
<td>Standard 1 and 3</td>
<td>STANDARD I</td>
<td>3</td>
<td>N/A</td>
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<tr>
<td>3. accepting that differences of opinion, priorities, and values really do exist</td>
<td>1, 3, 5</td>
<td>STANDARD I, II</td>
<td>Standard 1 and 3</td>
<td>STANDARD I</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>4. taking real people’s lives and struggles seriously</td>
<td>1, 3, 5</td>
<td>STANDARD I, II</td>
<td>Standard 1 and 3</td>
<td>STANDARD I</td>
<td>3</td>
<td>N/A</td>
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### TECHNICAL REQUIREMENTS

**Computer Hardware**

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](https://www.blackboard.com) from Blackboards resource page.

This syllabus subject to change to better meet course objectives per discretion of instructor.
Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google’s Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION
If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
Visit the Blackboard Student Help Site
UTRGV’s Blackboard Support:

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tr>
<td>Location: Rusteberg Hall</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 108</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - 844-897-9260
Online: Submit a help request via Create Case

COURSE DESCRIPTION AND PREREQUISITES
Course Structure:

Our exploration of what diversity means in formal educational contexts begins with reflecting on, and analyzing, our own experiences as learners who have embodied (and continue to embody) different dimensions of diversity in the classrooms and schools we have attended. It proceeds from an understanding that “diversity,” far from being a value-neutral concept, has always (unfortunately) been linked to, and even used to justify, inequality of educational opportunity and educational outcomes in the U.S. This course is an opportunity to consider why this is so, and to think critically about how things might be different.
ASSIGNMENTS

Educational auto-ethnography (10% of course grade): The auto-ethnography is a 2 page, double-spaced analysis of your own educational experiences, as they relate to the course themes of diversity and difference (and associated issues of power and perception). We will analyze and discuss these texts in class.

Critical essays (3, one for each topic) (15% of course grade): These short 2 page essays will be an analysis based on your readings, discussions, service-learning experiences, and class activities. This is an opportunity for students to synthesize their ideas from different sources.

Inquiry project and paper: (20% of final grade): Students in EDFR 2301 generally complete service-learning hours and carry out a small-scale research project based on what they find.

The inquiry project is designed to give a bit more flexibility in connecting in-class learning to real-world educational contexts. It will be discussed in detail in class; basically, you’ll be collecting some data (through observations, interviews, etc.) to answer research questions that are relevant to your own interests as an educator. You will also connect your findings to previous research on your chosen topic and to course texts (readings, films, etc.). Students are expected to fully participate and meet the expectations of the service-learning project at the selected site. If accommodations need to be made, students need to meet with me before the project begins.

Interactive Journal (10% of course grade): Throughout the course students will contribute to an interactive journal that will include definition of words, graphic organizers and reflection based on the readings, discussions, service-learning project, and class activities. The inactive journal will be submitted day of Exam 2.

Book Report on 5 Latino Children Literature (10% of course grade): Students will read and write a report on 5 different Latino Children Literature books of their choosing. Literature books must be authentic.

Children’s Intercultural Literature Book (10% of course grade): Students will write and illustrate a children’s intercultural literature book using a place-based instructional approach. The student will select a place in their community and create a story that uses that place to teach a content lesson based on an intercultural framework.

Attendance, Reflective Journal Progress and Class Participation (10% of course grade): Students need to sign in at each class meeting and at the service-learning site. Students will create and develop a reflective journal that will be submitted at the end of the course. Journal prompts will be provided for most reflections. Students will also need to complete a journal entry after each visit of the service-learning site. Additionally, students need to be sure to participate in all online activities; that is how attendance is taken for the “reduced seating.”

Chapter quizzes (5% of course grade): Students will take quizzes throughout the course based on book chapters and other readings.

Exams (2) (10% of course grade): Students will take two exams throughout the semester based on the readings, discussion, and activities.

GRADING POLICIES

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).
This syllabus subject to change to better meet course objectives per discretion of instructor.
### COURSE POLICIES

#### ATTENDANCE

Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

#### PROFESSIONAL DISPOSITIONS

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings.

#### LATE WORK POLICY

Late work will not be accepted after two (2) days pass the due date. If extensions are needed for special situations, please contact me at least a week before the due date.

#### ASSIGNMENT SUBMISSION

Most assignments will be submitted through Blackboard in the folder titled “assignments.” The interactive journals and children’s intercultural literature book will be submitted in hardcopy format on the due date.

#### COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

#### NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.
• When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.

• Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.

• Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

INSTITUTIONAL POLICIES

STUDENTS WITH DISABILITIES

*Required on all syllabi. Do not modify.*

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account [https://my.utrgv.edu/home](https://my.utrgv.edu/home); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- **Spring 2018 Module 1** February 14 – February 20
- **Spring 2018 Module 2** April 11 – April 17
- **Spring 2018 (full semester)** April 11 – May 2

SCHOLASTIC INTEGRITY

This syllabus subject to change to better meet course objectives per discretion of instructor.
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

DEFINITIONS

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

Required on all syllabi. Do not modify.

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The
3-peat rule refers to additional fees charged to students who take the same class for the third time.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Activities</th>
<th>Assignments Due</th>
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</table>
| Quality Education with a Intercultural Context (Weeks 1-5) | Reading assignments:  
1. Chapter 1 Multicultural Schools: What, Why, and How (Bennett)  
2. Article: “Voluntary and Involuntary Minorities” (Blackboard)  
3. Article: “Ethnographies de la Lucha” (Blackboard)  
4. Chapter 2 Culture, Race, and the Contexts for Multicultural Teaching (Bennett)  
5. Article: “Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown” (Blackboard)  
6. Article: “Enrique Trueba: A Latino Critical Ethnographer for the Ages” (Blackboard)  
Class Activities:  
* Class Discussion in small groups and whole group.  
* Interactive Journals  
  * Defined words  
  * Graphic organizers  
  * Reflective Writing  
Online Activities:  
* Chat with groups on assigned reading  
* Discussion on assigned questions | DISCUSSION QUESTIONS:  
**Equity**  
Due: Jan. 22  
Response to classmates (2): Jan. 24  
**Ethnic Studies**  
Due: Feb. 5  
Response to classmates (2): Feb 7  
ASSIGNMENTS:  
**Journey line**  
Due Date: Jan. 29  
**Video on Journey line**  
Due Date: Jan. 31  
**Educational auto-ethnography**  
Due date: Feb. 9  
**Critical essay on Topic I**  
Due date: Feb. 23  
**QUIZ**  
Feb. 14 |
| Developing Conceptual Framework for Quality Intercultural Education | Reading assignments:  
7. Article: “Sorting out the effects of inequality and poverty, teachers and schooling, on America’s youth” (Blackboard)  
8. Chapter 3 Race Relations and the Nature of Prejudice (Bennett)  
9. Article “Culturally Responsive” (Blackboard)  
10. Chapter 4 Affirming Religious Pluralism in the US Schools and Society (Bennett) | Book Report on 5 Latino Children Literature  
Due date: March 9  
Exam 1  
March 7  
**Critical essay on Topic II**  
Due date: April 6 |
### Class Activities:
- Class Discussion in small groups and whole group.
- Interactive Journals
  - Defined words
  - Graphic organizers
  - Reflective Writing
- Online Activities:
  - Chat with groups on assigned reading
  - Discussion on assigned questions

### Implications of Diversity for Teaching and Learning in an Intercultural Society

<table>
<thead>
<tr>
<th>Reading assignments:</th>
<th>Implications of Diversity for Teaching and Learning in an Intercultural Society</th>
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<tbody>
<tr>
<td>16. Chapter 10: Learning Styles and Culturally Competent Teaching (Bennett)</td>
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<tr>
<td>17. Article: “Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms” (Blackboard)</td>
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<tr>
<td>18. Chapter 11 Reaching All Learners: Perspectives on Gender, Class, and Special Needs (Bennett)</td>
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<td>19. Article: “Who are the bright children?” (Blackboard)</td>
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<td>20. Chapter 12 Teaching in Linguistically Diverse Classrooms (Bennett)</td>
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<td>21. Article: “Putting literacy in its place” (Blackboard)</td>
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<td>22. Article: “Family and School Partnership” (Blackboard)</td>
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<tr>
<td>23. Chapter 13 Curriculum Transformation (Bennett)</td>
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<tr>
<td>Children’s Intercultural Literature Book <strong>Story board</strong></td>
<td>Due date: April 9</td>
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<tr>
<td>Children’s Intercultural Literature Book <strong>First Draft</strong></td>
<td>Due date: April 16</td>
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<tr>
<td>Children’s Intercultural Literature Book <strong>Final Draft</strong></td>
<td>Due date: April 27</td>
</tr>
<tr>
<td>Critical essay on Topic III</td>
<td>Due date: May 7</td>
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<tr>
<td>Interactive Journal</td>
<td>Due date: Day of Exam 2</td>
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<tr>
<td>Inquiry project and paper Draft due: May 2</td>
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<tr>
<td>Class Activities:</td>
<td>Online Activities:</td>
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<tr>
<td>*Reflective Writing</td>
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Due date: **May 7**