



**Course Name:** EDBE 4403 Foundations of  
Bil/ESL Multicultural Education  
**Credit Hours:** 3

**Semester Taught:** Fall 2020  
**Time, and Place:** WEB/ Bb

Instructor: Elaine Romero	Contact Information: elaine.romero@nmc.edu	Start Date: September 27, 2020 Eight (8) week course
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**Required Text:** Bennett, C. I. (2019). *Comprehensive multicultural education: Theory and practice, ninth edition.* New York: Pearson. ISBN-13: 978-0-13-467902-0

Required Materials or Readings: As assigned

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

**Catalog Course Description:** This course focuses on the historical, legal, philosophical, theoretical paradigms of bilingual/ESL education. An emphasis on developing a deeper understanding of the culturally diverse student, their families and communities as it relates to learning is explored.

**Course Objectives:**

1. Students will investigate cultural proficiency; i.e., the examination of self-identity
2. Students will investigate cultural proficiency, i.e., policies and practices of an organization, and the way an organization treats its employees, its clients, and its community.
3. Students will investigate cultural proficiency, i.e., values and behaviors of individuals that enable an agency or person to interact effectively in a diverse environment.
4. Students will determine instructional effectiveness based on the examination of self-identity
5. Students will determine instructional effectiveness based on the examination of students' identity and the alignment of teacher expectations; and the way in which the learners receive you and the subject matter you are presenting.
6. Students will determine context and voice to the notion that culturally proficient instructors add value and dignity to students' lives, and that culturally proficient instruction adds a dimension of professionalism to the artistry of teaching.

**NM Teacher Competencies, COE Conceptual Framework, NNMC SLOs**

NNMC College of Education program requirements are aligned to the New Mexico Entry Level Teacher Competencies, College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes. Assignments in this course correspond to selected competencies as listed below.

**TESOL competencies as listed below.**

- A. Knowledge of students - New Mexico teachers of English as a second language draw on their knowledge of human development as mediated by language and culture and their relationships with students to understand their students' knowledge, skills, interests, aspirations, and values.
- C. Knowledge of culture and diversity - New Mexico teachers of English as a second language are knowledgeable about and sensitive to the dynamics of culture in general, and to their students' cultures in particular. This enables them to structure a successful academic experience for students.



language employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

H. Linkages with families and communities - New Mexico teachers of English as a second language create linkages with families that enhance the education experience of their students

**Bilingual competencies as listed below.**

B. Culture: Bilingual teachers shall increase and diffuse their knowledge of the internal and external forces of change and how they relate to culture.

E. Community/family involvement

G. Professional leadership

**College of Education Conceptual Framework**

**COE's Conceptual Framework** - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

**Knowledge Principle-**

6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

**Skills-**

1. Utilization of technology-based tools to support student learning

**Dispositions-**

1. Fairness

2. A belief that all students can learn

3. Ethical Behavior

**NNMC Student Learning Outcomes**

2. Ability to think critically through analytical, inventive and creative means

3. Demonstrate commitment to address cultural, social, and ethical responsibilities

4. Demonstrate proficiency in the use of Current Technology and Innovation

**Assignment/Assessments**

<b>Assignment/Assessment</b>	<b>Course Outcomes, Conceptual Framework NNMC SLO</b>	<b>Point Value</b>
Discussion Board	Course outcomes 1-6, COE CF- KP 6-9, S 1, D 1-3, NNMC SLO 2,3, 4	5 @ 6 pts. =30 pts.
Student Project #1-My Cultural Knapsack – Collage & Reflection-How I fit into the multicultural landscape	Course outcomes 1, COE CF- KP 6-9, S 1, D 1-3, NNMC SLO 2,3, 4	1 @ 15 pts. =15 pts.
Student Project #2- Chapter Overview- Chapter 5, 6, 7, 8 or 9 – You-Tube Analysis of Selected Chapter content	Course outcomes 2, 3 COE CF- KP 6-9, S 1, D 1-3, NNMC SLO 2,3, 4	1 @ 15pts. =15 pts.
Reflective Journal	Course outcomes 1, 4, 5 COE CF- KP 6-9, S 1, D 1-3, NNMC SLO 2,3, 4	1 @ 20pts. =20 pts.



Final Student Project- Power Point- Multicultural/ Culturally Responsive Education-	Course outcomes 1-6 COE CF- KP 6-9, S 1, D 1-3, NNMC SLO 2,3, 4	1 @ 20 pts. =20 pts.
		<b>TOTAL</b>

**Course Dates, Topics, Assignments:**

<b>Date</b>	<b>Course Topic Weekly Objective</b>	<b>Readings</b>	<b>Assignments/ Course Outcomes Due Date</b>
Week #1 09/27/2020	Students will explore the foundational tenets of multiculturalism	Introductions, Syllabus, Course Expectations Chapter 1 – Multicultural Schools: What, Why, How?	09/27/2020- 10/04/2020 #1 Discussion Board Course Outcomes- #1, #2
Week #2 10/5/2020	Students will explore and define the foundational tenets of cultural proficiency	Ch. 2 – Culture, Race, and the Contexts for Multicultural Teaching. Introduction to Poverty Ch. 3 – Race Relations and the Nature of Prejudice. Perspectives	10/05/2020- 10/11/2020 #2 Discussion Board Student Project #1- My Cultural Knapsack – Collage & Reflection Course Outcomes- #1
<b>Fall Break Sunday- October 11- 18</b>			
Week #3 10/18/2020	Students will compare and contrast religious and cultural pluralism, and the effects of colonialism and the <b>involuntary</b> immigrant experience in the U.S.	Ch. 4- Affirming Religious Pluralism in U.S. Schools and Society Ch. 5 – Immigration, and Cultural Pluralism: Anglo-European American Perspectives Ch. 6 – Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives	10/18/2020- 10/25/2020 #3 Discussion Board Course Outcomes- #2, #3
Week #4 10/26/2020	Students will examine the effects of the contemporary immigration experience of Latinos, Asian, and Middle East/Arab on the educational environment	Ch. 7 – Contemporary Immigration and the American Dream: Latino Perspectives Ch. 8 – Contemporary Immigration and the American Dream: Asian Perspectives Ch. 9– U.S. Immigrants from the Middle East: Arab American Perspectives	10/26/2020- 11/01/20 #1 Reflective Journal Course Outcomes- #2, #3, #4, #5
Week #5 11/02/2020	Students will examine the effects of instructional practices on diverse student populations, i.e., gender, social & economic	Ch. 10– The Promise of Culturally Competent Teaching Ch. 11 – How Does Gender Make a Difference Ch. 12 – The Impact of Poverty on American Children and Youth	11/02/2020- 11/08/2020 #4 Discussion Board Course Outcomes- #4, #5
Week #6 11/09/2020	Students will summarize their understanding of the effects of the voluntary or involuntary immigrant experience		11/09/2020- 11/15/25/2020 Student Project #2- Chapter Overview- Chapter 5, 6, 7, 8 or 9 – You-Tube Analysis of Selected Chapter content



	on access to educational opportunities		Course Outcomes- #2, #3, #4, #5.
Week #7 11/16/2020	Students will determine the impact of culturally proficient instruction on instructional effectiveness	Ch. 13 – The Challenges of Special Education in Inclusive Classrooms Ch. 14 - Teaching in Linguistically Diverse Classrooms Ch. 15- Curriculum Transformation: A Multicultural Curriculum Development Model for Teacher Decision	11/16/2020- 11/22/2020 #5 Discussion Board Course Outcomes- #6
Week #8 11/23/2020	Students will create a synopsis of the key components of multicultural and culturally responsive education		11/23/2020- 11/27/2020 Final Student Project- Power Point- Multicultural/ Culturally Responsive Education- Course Outcomes- #1, #2, #3, #4, #5, #6

**Grading:**

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

**Late Work:** Your work is due on the date indicated on the syllabus.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or [v.trujillo@nmmc.edu](mailto:v.trujillo@nmmc.edu) to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NMMC Incomplete Policy:** The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to

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instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

the student's attention. If the problem is not resolved to the

Students are responsible for referring to the Student Handbook for specific policies and procedures.

