

## **EDUC 3240 Curriculum design for the multicultural classroom**

**Spring 2015**

### Instructor

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**Office Hours: MWF 12:00-2:00; and by appointment**

### Course Objectives

This course focuses on understanding the processes and social factors that influence second language learning in North America (particularly in the United States). In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. Program models, national policies, the theoretical bases, and current issues for these issues are covered in this course.

Offered Spring biennially and in annual summer sessions

### Program Outcomes

This course addresses the following program outcomes:

1. It is one of four courses required by the state of Louisiana Department of Education for an ESL endorsement. This area is a critical shortage area identified by Tulane's Teacher Preparation and Certification Program. ESL is also an area of shortage in local school systems.
2. It contributes to the Peace Corps Prep initiative which recommends at least three ESL courses. It is also preparation for Fulbright English Teaching Assistantships and the Center for Public Service's nascent pathways to service initiative.
3. For anyone completing this four-course series, the Louisiana Department of Education would present a certificate.

### Learning outcomes

Gather and evaluate instructional and technological resources, including Computer Assisted Language Learning (CALL), that support student learning or candidate development in a multicultural classroom.

Identify, evaluate, and use a variety of research-based teaching and learning strategies in planning instruction.

Consider issues of meaning and relevance in preparing English Language Learners for learning experiences.

Identify, evaluate, and appropriately choose or redesign methods for teaching the English language to different proficiency levels.

### Honor Code

This link will take you to the Newcomb-Tulane Code of Academic Conduct: <http://college.tulane.edu/code.htm>. All students must take responsibility for studying this code and adhering to it. We will devote some time in class to it. Our purpose, in these discussions, will be not only to teach you how to avoid plagiarism and how to cite sources, but to initiate you into the contemporary discussion of intellectual property and the nuanced dynamics between individuality, authorship, and what's sometimes called intertextuality, so that you can make informed and thoughtful choices about your writing for the rest of your university career and later in life.

Also observe the academic conduct rules, including those about computer use and cell phones. <http://tulane.edu/studentaffairs/upload/02Academic.pdf>

### Attendance policies

Students must come to class, participate in class activities, and sustain positive, productive membership in the classroom community. Thus, attendance, as well as punctual arrival and participation are absolutely essential; moreover, computers may only be used with instructor permission, cell phones must be silenced, and text-messaging and emailing are strictly forbidden, for these disruptions, as with tardiness, can be counted as absences.

When a student absence results from serious illness, injury or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed, over the course of the semester, to miss the equivalent of one week of class without penalty. Thereafter, students will lose one-third of their final grade for every unexcused absence from class. Once a student has accumulated the equivalent of three weeks of unexcused absences, he or she has automatically failed the class.

In order to enforce the attendance policy, the instructor will document the dates of every student's unexcused absences and file an "Absence Report Form" for any of their students who accumulate four, unexcused absences. These forms are sent to the student and the student's dean (the instructor retains the third copy). If the student's attendance problem results in his or her failing the course, the instructor should file a second "Absence Report Form" recommending that the student be withdrawn from the course with an F.

### Required texts:

Multilevel and Diverse Classrooms. TESOL.  
Henceforth MDC

Henson, Kenneth. 2001. Curriculum Planning: Integrating Multiculturalism, constructivism and education reform. New York: McGraw-Hill.  
Henceforth CP

**Also required of all candidates:**

-Email address and access to the Internet (required) to access Blackboard <http://blackboard.tulane.edu>

**Reading list and additional resources:**

The Pebbles Center at New Orleans Public Library

<http://stonecenter.tulane.edu/pages/detail/177/The-Pebbles-Center>

Latin American Resource Center at Tulane <http://stonecenter.tulane.edu/pages/detail/11/Latin-American-Resource-Center>

National Resource Centers for Area Studies

<http://www.nrcweb.org/>

Cultural Podcasts

<http://stonecenter.tulane.edu/pages/detail/279/Podcasts>

Sleeter, Christine. 2005. *Un-Standardizing Curriculum: Multicultural Teaching in the Standards-based Classroom*. New York: Teachers College Press.

Ovando, Carlos and Mary Combs. 2011. *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*. New York: MacGraw-Hill

Exam and Class Schedule

Each week has a case of a teacher's use of design principles and examines the application of those principles.

Unit 1: Thinking about classroom expectations across cultures and proficiencies

Week 1: CP Ch 1 Introduction, MDC Ch 1 The Multifaceted Classroom

Week 2: MDC Ch 2 Large, mixed-ability in China

10% Assessment 1: Submit the two-page reflection on the ideal language learning environment for you and the worst language learning environment for you. Find actual examples of the best and worst programs. Analyze why you might thrive in one environment, but someone else might thrive in another.

Unit 2: Creating learning goals

Week 3: CP Ch 5 Designing Curricula, MDC Ch 3 Teaching Tourism in the Phillipines

Week 4: MDC Ch 4 Oral activities with few resources

Week 5: CP Ch 6 Aims, Goals, Objectives, MDC Ch 5 Teamwork in Thai English classes

Week 6: MDC Ch 6 and 7 TV and photography as cultural context

15% Assessment: Submit the learning goals and objectives for a curriculum for a Newcomer orientation class. Write a three-page justification of the choices that you made.

Unit 3: Adding content to the goals

Week 7:CP Ch 7 Selecting Content, MDC Ch 9 and 10 Using art and comics to expand boundaries

Week 8: MDC Ch 11 Culturally Responsive Teaching

Week 9: CP Ch 8 Helping people change, MDC Ch 12 Unity and Diversity in Religious Topics

Week 10:MDC Ch 13 Effective instruction

25% Assessment: Use the Latin American Resource Center to design a curriculum for teaching an advanced writing course to a class of Spanish and Vietnamese students. Include a four-page explanation of the choices you made.

Unit 4: Adapting for each student

Week 11:CP CH 9 Evaluating Curriculum MDC Ch 14 Scaffolding writing

Week 12:MDC Ch 15 Accommodating diversity in assessment

Week 13:Ch 10-11 Implementation and future trends, MDC Ch 16 Building community

Week 14: MDC Ch 8 Technology and diversity

Week 15:

25% Assessment: Adapt a curriculum from the Stone Center so that an English Language Learner could learn both content and language from the course.

15% Final Exam: Write an in-class essay identifying areas of improvement in a sample curriculum.

10% Homework assignments: You are expected to complete the reading before each class and be prepared to discuss the case study for that week. You will be asked to present and lead the discussion of one of the cases each week.

[Links to state and program criteria](#)

## **Curriculum design for the multicultural classroom**

**Adapting curricula for the multi-ethnic classroom as well as a review of existing English as a second language materials—elementary, secondary, and adult education levels**

The mission of Tulane’s Teacher Preparation and Certification Program is to develop graduates who:

Core Principle 1-Demonstrate a professional commitment as educational leaders;

Core Principle 2-Apply a rigorous academic foundation using informed practice, information technology, and the ability to think creatively and reflectively;

Core Principle 3-Exemplify sensitivity to all facets of diversity;

Core Principle 4-Lead with integrity ensuring that high levels of achievement can be a reality for all learners.

### **Essential questions:**

1.What makes English language learners a unique population?

2. What is my relationship to English and the students' backgrounds?
3. What is a multicultural classroom?
4. How do I design and maintain an environment supportive of learning and teaching for all cultures?
5. How do I design and implement meaningful learning experiences for all cultures?

## **Alignment of Course Objectives with Standards and Assessments**

### **Course objectives and course assessment with essential questions and TPCP core principles**

#### **The teacher candidate will:**

Gather and evaluate instructional and technological resources, including Computer Assisted Language Learning (CALL), that support student learning or candidate development in a multicultural classroom. EQ 1, EQ 2, CP 2, CP 3

Identify, evaluate, and use a variety of research-based teaching and learning strategies in planning instruction. EQ 3, CP 2, CP3

Consider issues of meaning and relevance in preparing English Language Learners for learning experiences. EQ3, EQ 4, CP 2, CP 5

Identify, evaluate, and appropriately choose or redesign methods for teaching the English language to different proficiency levels. EQ 3, EQ 4, EQ 5, CP 3, CP 5