The University of Texas at San Antonio  
Department of Bicultural Bilingual Studies  

BBL 3403 Cultural and Linguistic Diversity in a Pluralistic Society  

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

COURSE DESCRIPTION

Examination of sociolinguistic and sociocultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices will be explored to identify culturally inclusive responses.

COURSE TEExES STANDARDS ADDRESSED BY COURSE (EC-GRADE 12)

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.  
Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

TECHNOLOGY REQUIREMENTS

Students will be required to access the WebCT system and to have a university email address.

Students must have access to a recording device (e.g., a taperecorder) for transcribing. A camera (digital or otherwise) will be useful for certain assignments.

REQUIRED TEXTS AND READINGS


Requirements: EXAMINATIONS: Mid-term and Final examinations are cumulative and contain multiple choice, matching and short essay responses.

CULTURAL EVENTS: The many events sponsored on campus and throughout the community will acquaint students with the cultural richness and resources of UTSA, the local community and the surrounding region by active participation. Each student will attend three (3) cultural events of choice and fill out a Culture Exploration Form for each
event attended. You can attend one event from your own culture and the rest should reflect another ethnic/cultural group. Cultural events attended should reflect cultural programming, musical events, art exhibits and traditional ethnic cultural events. Please refer to the UTSA Office of Institutional Diversity (http://www.utsa.edu/aao/diversity.htm) the Express-News Weekender and the Current to search for events. The cultural event form is available on WebCT and should be submitted online.

PARENT INTERVIEW: To prepare as teachers, it is important to understand the perspectives of parents in the community, especially those whose culture is different from our own. This activity is intended to give insight into the perspectives of minority parents as it pertains to school. You must tape record and transcribe the interview verbatim (i.e. each and every word spoken) No credit will be given to incomplete or partial interview projects. Full instructions are on WebCT: “Parent Interview Guidelines” and “Parent Interview Questions.”

COMMUNITY RESOURCE E-MAP: You or your group must create a community resource map, where you will map out the location of different community resources available to the group you are exploring. Your map or visual presentation must include a total of 15 different resources available to the community you are investigating (e.g. local churches, local stores, non-profit organizations, activist groups, government based institutions, special programs provided in the community, translation services, etc). Each resource must be accompanied by a paragraph in which you (1) describe each resource, (2) state the contribution it makes to the community, and (3) how you might incorporate this resource into instruction or the school. For this task we will define “community” as the neighborhood around a specific public school inside the 410 Loop in San Antonio.

You may create a map of the community through any artistic medium such as painting, drawing, or color pencil. You may also take pictures of the community (which is easier) to upload your presentation into PowerPoint.

COMMUNITIES IN SCHOOLS VOLUNTEERING: (CIS) is the nation's largest dropout prevention organization. Its mission is to connect community resources with schools to help young people successfully learn, stay in school, and prepare for life.

Each student will be partnered with a child in a public school to perform 10 hours of volunteer service. Students are required to submit a reflection after each contact hour with their mentee and to maintain a time log documenting their hours. Forms are posted on WebCT under “CIS.”

Upon completing your 10 hours with your mentee, you will write a reflection on the experience. Please download the appropriate forms from WebCT.

Like student teaching NO CREDIT WILL BE GIVEN TO STUDENTS WHO FAIL TO COMPLETE THE PRESCRIBED NUMBER OF HOURS.