

FALL 2026
EDBL 3327 MULTICULTURAL AND MULTILINGUAL EDUCATION

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Office Hours	Monday 6:00 – 7:00 p.m. and by appointment Hours also posted on Blackboard. <i>Note: When planning to come to office hours, please e-mail in advance to schedule an appointment.</i>
Class Meetings	Public Health & Education 130 Mondays 7:00 - 9:45 p.m.
Course Description	This course focuses on examining principal theories that address the linguistic and cultural needs of a diverse population. Included in this course will be the exploration of diversity issues, redefining of classroom management and planning techniques, teaching strategies and informal and formal assessment practices for culturally and linguistically diverse students. Students will exhibit an understanding of the Texas teacher competencies as outlined in the Pedagogy and Professional Responsibility portion of the TExES exam.
Course Objectives	• Understand key concepts in the field of multicultural education • Understand the importance of multilingualism • Understand the impact of cultural factors in multicultural and multilingual contexts • Plan and design culturally relevant instruction • Identify various ways of learning (i.e., cultural diversity, gender differences, learning styles, multiple intelligences) that assist in gaining an understanding of the individual differences that exist among learners • Identify and compare strategies that promote student learning • Understand how to create a classroom environment of respect and rapport that supports a positive climate for learning, equity, and excellence • Participate in vertical and interdisciplinary team planning • Understand traditional assessment and standardized language proficiency • Analyze and design authentic, performance-based assessment in multicultural and multilingual contexts

Learning Outcomes	At the successful completion of this course, the student will: • Understand key concepts in the field of multicultural and multilingual education. • Understand traditional assessment and standardized language proficiency. • Plan and design culturally relevant instruction. • Present strategies that promote student learning. • Understand the impact of cultural factors in multicultural and multilingual contexts. • Design a curriculum unit. • Analyze and design authentic, performance-based assessment in multicultural and multilingual contexts.
Texts	Required Materials: • Nieto, S., & Bode, P. (2018). <i>Affirming diversity: The sociopolitical context of multicultural education</i> (7th ed.). Pearson. * • Sheets, R. H. (2005). <i>Diversity pedagogy: Examining the role of culture in the teaching - learning process</i>. Pearson/Allyn and Bacon. ** <i>Additional materials will be posted on Blackboard.</i> <u>Citation Machine</u>
The Standards	BILINGUAL EDUCATION STANDARDS Standard I: The bilingual education teacher has competence and academic language proficiency in the first language (L1) and in the second language (L2). Standard II: The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and bi-culturalism. Standard III: The bilingual education teacher knows the process of first- second language acquisition and development. Standard IV: The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. Standard V: The bilingual education teacher has a comprehensive knowledge of the development and assessment of bi-literacy. Standard VI: The bilingual education teacher has a comprehensive knowledge of content area instruction in L1 and L2.

Important Policies and Resources	All students are expected to follow university policies as written in the Student Handbook which is in the following website: www.tamusa.edu Other expectations include the following: ASSIGNMENTS All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and turn in the assignment on or prior to the due date. No late assignments will be accepted. CELL PHONE POLICY Cell phones should never be heard ringing in the classroom. Out of respect for your fellow students and for the instructor, turn them off before coming to class. Do not send or read text messages during classes. If, as a result of a family emergency, you are expecting a truly important call during a class, inform the instructor of this fact in advance, set the cell phone to the vibrate mode, and then sit in the back of the room. If a call does come in, excuse yourself as unobtrusively as possible to take the call. Bear in mind that taking calls during class must not become routine; it is acceptable only during legitimate emergencies. UPDATED UNIVERSITY INFORMATION FOR 2024 Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit https://www.tamusa.edu/index.html or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible. Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.
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Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures

for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

	We expect that students 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. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct. AI: Use of Generative AI Permitted Within Guidelines Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity. Note: This syllabus is subject to change based on the needs of the class. Students requiring special assistance or consideration due to a documented disability may contact the Disability Resource Center at (210) 784-1335 to make advance arrangements. Students desiring assistance with writing papers may contact the Writing Center at (210) 784-2236
	1. Class Attendance and Participation (20%) It is the responsibility of each student to sign-in at the beginning of class. A point system will be implemented to calculate attendance and participation total. See below. <u>Excessive absences (more than 4 class periods) can result in an 'F' in the class.</u> Class meetings are designed to be interactive. Students are expected to come to class prepared to discuss and/or raise questions from the reading material. Your perspectives are appreciated, needed, and respected, and should be shared. Students will respect the viewpoint of all class members. Assignments should be submitted on time. Total Classes Attended x 1.5 (amount distributed for 12 in-person classes + Participation Level Points Earned (2: High, 1: Medium, 0: None) = Total Points Earned of 20 points possible Ex: Zara attended 10 of the 12 classes and had a medium level of participation throughout the semester. $10 \times 1.5 + 1 = 16$ of 20 points possible 2. Culturally & Linguistically Responsive Lesson Plan and Reflection (10%) Modification: Lesson plan will be specific to an innovator/dreamer featured in the <i>Nuestra Gente</i> exhibit by Bernadette Peña. Each student will plan a lesson in a content area that addresses students' linguistic, cultural, and socioeconomic backgrounds. This lesson plan must address and relate to the students' lives and/or communities, must be hands-on or actively engaging for all students, must include culturally and

Assignments & Projects (100 points)	linguistically relevant children’s literature, and must incorporate technology. The lessons should also be aligned with the TEKS and must attend to the cultural and linguistic needs of students. The student will present the lesson and write a reflection about the lesson development experience. Graphic Organizer Submission Template 3. Cultural Reflective Paper Assignment: BESO’ITOS After School Activity (20%) Assignment Description: Students are required to attend the BESO’ITOS after-school activity for one session for a duration of one hour at a selected middle or high school in the following districts: SWISD, EISD, HISD. During this time, you will engage with middle and high school students participating in various multicultural and multilingual activities in a BESO'ITOS after school club. These activities are designed to celebrate and integrate different cultural backgrounds and languages, fostering a supportive environment. Assignment Requirements: 1. Observation: Students will observe the interactions, activities, and overall environment of the BESO’ITOS session. They should take detailed notes on how cultural and linguistic diversity is represented and encouraged. 2. Participation: Students are encouraged to actively participate in the activities, supporting the students and contributing to the multicultural and multilingual environment. 3. Reflection Paper: After attending the session, students will write a reflective paper (3-5 pages) that includes the following: Introduction: Briefly describe the BESO’ITOS program and its objectives. Observations: Detail the activities observed, highlighting specific examples of multicultural and multilingual inclusion. Personal Reflection: Reflect on your own experiences during the session. Discuss how the experience has impacted your understanding of cultural and linguistic diversity in educational settings. Implications for Teaching: Consider how the insights gained from this experience can be applied to your future bilingual teaching practices. Discuss strategies for promoting an inclusive classroom environment that values and supports cultural and linguistic diversity. Evaluation Criteria: Depth of Observation: Thorough and insightful observations of the BESO’ITOS session. Engagement: Active participation and meaningful contributions to the activities. Reflective Insight: Thoughtful and personal reflection on the experience and its implications for future teaching. Clarity and Organization: Well-organized and clearly written paper, free of grammatical errors. This assignment enhances students’ understanding of multicultural and multilingual education and prepares them to create inclusive and supportive learning environments in their future careers.
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	4. Midterm Exam – Online (10%) 5. Multicultural Books Bibliography & Presentation (10%) In groups of no more than 2, students will provide a critical examination of a text that teaches issues related to the education of culturally diverse or English Learners to inform the selection of culturally relevant texts. Students will also compile a set of additional books related to the same topic and submit a bibliography. Sign-Up Sheet 6. Curriculum Unit (15%) Students will develop a Curriculum Unit where lesson plans will be created to ensure that content is presented using relevant and meaningful ways that engage future bilingual education teachers in the use of powerful teaching approaches and methods of bilingual students. In addition, the connection between home, community, and schooling will be evident and the basic tenets of bilingual content instruction will be applied. The Culturally Responsive Lesson Plan (#2) will be the centerpiece of this curriculum unit. You will then flesh out an entire unit by adding a paragraph to cover each of the content areas: math, science, and art with the integration of reading language arts, social studies, and music. The unit must be age-appropriate, include technology, and other visual aids. The instructor will provide a template/organizer to help guide you through the unit development. Curriculum Unit Graphic Organizer 7. Final Exam (15%) A cumulative final exam will be given at the end of the semester.
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Course Assignments

(Description & rubrics are linked to each assignment)

- 20 pts: Class attendance and participation (See calculations above)
- 10 pts: [Culturally & Linguistically Responsive Lesson Plan and Reflection](#)
- 20 pts: [Cultural Experience Paper](#)
- 10 pts: Midterm (Online, 4 essay questions)
- 10 pts: [Multicultural Books Bibliography & Critical Analysis Presentation](#)
- 15 pts: Curriculum Unit
- 15 pts: Final Exam (Online, Multiple-Choice)

EDBL 3327 MULTICULTURAL AND MULTILINGUAL EDUCATION		
Class Dates	Discussion Topics	Assignment(s) due on Class Date
Week 1 Aug 24	- Welcome! - Overview of Syllabus, Blackboard organization, and Texts - Introduction to Multilingual & Multicultural Education - Understanding the Sociopolitical Context of Schooling	For next week: Read Ch.1 Nieto & Bode, <i>Affirming Diversity</i>
Week 2 Aug 31	Defining Multicultural Education for School Reform Guest: Mrs. Bernadette Peña, Founder at Miella Media, <i>Nuestra Gente</i> Exhibit	Read Ch.2 Nieto & Bode, <i>Affirming Diversity</i>
Week 3 Sept 7	LABOR DAY – NO CLASS MEETING	
Week 4 Sept 14	- Student Learning and Culture - Diversity Pedagogy	- Cont. <i>Affirming Diversity</i> Chs. 1 & 2 - Read Ch.1 Hernandez-Sheets, <i>Diversity Pedagogy</i> - Read Ch.2 Hernandez-Sheets, <i>Diversity Pedagogy</i>
Week 5 Sept 21	- Racism, Discrimination, and Expectations of Students' Achievement - Diversity: Developing Consciousness of Differences (Dimension 1)	- Read Ch. 3 Nieto & Bode, <i>Affirming Diversity</i> - Read Ch.3 Hernandez-Sheets, <i>Diversity Pedagogy</i>
Week 6 Sept 28	Structural and Organizational Issues in Classrooms and Schools	Read Ch. 4 Nieto & Bode, <i>Affirming Diversity</i>
Week 7 Oct 5	- Culture, Identity, and Learning - Identity: Understanding Ethnic Identity Development (Dimension 2)	- Read Ch. 5 Nieto & Bode, <i>Affirming Diversity</i> - Read Ch.4 Hernandez-Sheets, <i>Diversity Pedagogy</i> DUE: Culturally & Linguistically Responsive Lesson Plan and Reflection
Week 8 Oct 12	- Linguistic Diversity in U.S. Classrooms - Language: Creating Conditions for Language Learning (Dimension 5) - Midterm Review <i>Review Multicultural Books Bibliography Assignment</i>	- Read Ch. 6 Nieto & Bode, <i>Affirming Diversity</i> - Read Ch. 7 Hernandez-Sheets, <i>Diversity Pedagogy</i>
MIDTERM EXAM		

Week 9 Oct 19	Meet with Bernadette Peña to work on lesson plans for <i>Nuestra Gente</i> exhibit	Read Ch. 9 Nieto & Bode, <i>Affirming Diversity</i> DUE: Cultural Experience Paper
Week 10 Oct 26	- Adapting Curriculum for Multicultural Classrooms - Culturally Inclusive Content: Expanding Knowledge Acquisition (Dimension 6)	Read Ch. 8 Hernandez-Sheets, <i>Diversity Pedagogy</i>
Week 11 Nov 2	- Instruction: Developing Reasoning Skills (Dimension 7) - Work on Curriculum Unit	Read Ch. 9 Hernandez-Sheets, <i>Diversity Pedagogy</i>
Week 12 Nov 9	- Assessment: Encouraging Student Self-Evaluation (Dimension 8) - Cultural Strengths of African American Children	- Read Ch. 10 Hernandez-Sheets, <i>Diversity Pedagogy</i> - Read Ch. 11 Hernandez-Sheets, <i>Diversity Pedagogy</i> DUE: Multicultural Books Bibliography Presentations: Sign-Up Sheet
Week 13 Nov 16	Meet with Bernadette Peña to work on lesson plans for <i>Nuestra Gente</i> exhibit	
Week 14 Nov 23	Affirming Diversity: Implications for Teachers, Schools, and Families Final Exam Review- Game Format	- Read Ch. 10 Nieto & Bode, <i>Affirming Diversity</i> Multicultural Books Bibliography Presentations - Final Exam Review- Game Format
Nov 25-27	Thanksgiving Week	
Week 15 Nov 30		Presentations for Culturally & Linguistically Responsive Lesson Plan (Hold off on submissions) DUE: Curriculum Unit
Week 16	Final Exam – online	Due by Friday 11th

*Syllabus subject to adjustments