



Broward Community College

Course Outline

STATUS: Active

COMMON COURSE NUMBER: SYG 1931C

COURSE TITLE: TEA: Social, Multicultural Issues and Field Experiences

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion	<u>32</u>
Lab	<u>32</u>
Other	<u>64</u>
Contact Hours/Week	<u>3</u>

CATALOG COURSE DESCRIPTION:

Prerequisite: EDF 1003C and EDF 1242C

Corequisite: SYG 2000

This course is the third in a series of four professional seminars for students enrolled in TEA courses seeking an A.A. degree from BCC. General analysis of educational practices and their impact on students and society through a scientific consideration of modern social and multicultural forces on personal experiences, social behavior and academic performance.

General Education Requirements - Associate of Arts Degree, meets Area(s):
 General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. Cultural Awareness
2. Culture and Community
3. Education and Society
4. Culturally Sensitive Instruction
5. Language Acquisition and Learning
6. Content Area Instruction
7. Fieldwork
8. Behavioral Event Interview Assessment

I. Course Overview:

Upon successful completion of this course, the students should be able to demonstrate an understanding of the basic concepts, perspectives and impact of current social and multicultural issues on the teacher, student, education and society as a whole. Students should also understand and appreciate the local, state and national implications of these issues. In the process students should become acquainted with the major areas of this topic that are the subject of advanced TEA courses such as human development, trends in education, curriculum, and evaluating teaching/learning.

II. Units:

Unit 1. Cultural Awareness

General Outcome:

- 1.0 The students should be able to gain an understanding of the basic perspectives related to the study of the components of culture and multicultural awareness.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Define culture, ethnocentrism.
- 1.2 Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture.
- 1.3 Discuss cultural universals, diversity and relativism manifested among the various children found in the United States today, particularly those in Broward County schools.
- 1.4 Examine the characteristics of his/her own culture and how they influence interactions with and expectations from others socially and professionally.
- 1.5 Recognize the stages of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment which may be identified as problems.

- 1.6 Become aware of the wide diversity within any given cultural group and how to use cultural information without depending upon preconceived ideas, assumptions and stereotypes concerning cultural characteristics.
- 1.7 Discuss social stratification, poverty and mobility as it relates to newcomers to American society.
- 1.8 Discuss multicultural issues facing society today and analyze their implications for the future.

Unit 2. Culture and Community

General Outcome:

- 2.0 The students should be able to gain an understanding of the basic perspectives related to the study of significant social/religious cultural themes in a multicultural community as they relate to and impact social behavior and cultural interaction in the community.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 List and discuss the major cultural groups represented in the Broward County school system, e.g., Haitian, Bahamian, Cuban, Jamaican, Vietnamese, Colombian, Puerto Rican, etc.
- 2.2 Discuss the community life of the major cultural groups represented in the Broward County school system.
- 2.3 Analyze and discuss the major social problems facing the major cultural groups in Broward County.
- 2.4 List and discuss the significance of the various social and religious rituals practiced by these cultural groups in terms of their impact on the community and school.
- 2.5 Analyze culture conflict.

Unit 3. Education and Society

General Outcome:

- 3.0 The students should be able to gain an understanding of the basic perspectives related to the study of the social functions of education and their implications for students entering American society from other cultures.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Identify the social functions of education.
- 3.2 Analyze the impact of bureaucracy on the effectiveness of K-Post-secondary education for people of other cultures in Broward County.
- 3.3 Evaluate the effectiveness of recent educational innovations, e.g., SIT teams, School Based Management, Reconstruction and their ramifications for people of other cultures in Broward County.
- 3.4 Analyze issues such as segregation, community control of public schools, vouchers, equal education in terms of their impact on people of other cultures in Broward County.
- 3.5 Discuss bilingual legislation.
- 3.6 Discuss Multicultural Education Training Advocacy (META) mandates and the consent decree.
- 3.7 Discuss the home-school gap.
- 3.8 Discuss teachers and culture conflict.
- 3.9 Discuss and demonstrate teachers using counseling strategies to address culture conflict with students and parents.

Unit 4. Culturally Sensitive Instruction

General Outcome:

- 4.0 The students should be able to gain an understanding of the basic perspectives related to the specific instructional needs of students from other cultures who enter the American educational system.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Recognize the need to provide services for Limited-English-Proficient (LEP) students and for relevant training, i.e., demographic reasons, legal reasons, and pedagogical reasons.
- 4.2 Discuss and demonstrate the communication strategies necessary for effective teaching in the multicultural classroom.
- 4.3 Explain and demonstrate cooperative learning techniques that are effective and necessary in the multicultural classroom.
- 4.4 Define, explain and demonstrate the whole language strategies that are effective and necessary in the multicultural classroom.
- 4.5 List, explain and demonstrate the classroom management, motivation and self-esteem techniques effective and necessary in the multicultural classroom.
- 4.6 Discuss the concept of "classroom climate" and analyze its significance in the multicultural classroom.
- 4.7 Analyze cultural cognitive styles and discuss the significance of matching cultural cognitive styles and the teaching of thinking skills in the multicultural classroom.
- 4.8 Understand the role and function of assessment in the education of LEP students.
- 4.9 Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for English for Speakers of Other Languages (ESOL) students.
- 4.10 Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes.

Unit 5. Language Acquisition and Learning

General Outcome:

- 5.0 The students should be able to gain an understanding of the basic perspectives related to the study of first and second language acquisition and learning and its impact on socialization and acculturation.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 List and demonstrate methods of identifying students who need special services due to their limited English proficiency.
- 5.2 Explain and demonstrate the difference between an approach, a method, and a technique.
- 5.3 Understand the similarities and differences between first and second language acquisition.
- 5.4 Make decisions with regard to appropriate techniques that should be used with the LEP student.
- 5.5 Develop appropriate and positive expectations for students' progress in language learning in accord with the processes of first and second language acquisition, cognitive development, and age of the learner.
- 5.6 Understand the process of literacy development and its similarities with language acquisition.

Unit 6. Content Area Instruction

General Outcome:

- 6.0 The students should be able to gain an understanding of methods for integrating cross-cultural content into the curriculum.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Understand and demonstrate utilization of instructional approaches and techniques that integrate language and curricular content learning.
- 6.2 Analyze and demonstrate utilization of strategies that combine language and thinking skills and that are related to the content of the curriculum.
- 6.3 Develop a lesson plan within a thematic unit that uses strategies designed to teach language and content simultaneously.
- 6.4 Understand how to utilize strategies that infuse multicultural information throughout the curriculum.
- 6.5 Identify and develop a variety of content area assessment instruments (including alternative assessment) that effectively monitor ESOL students' mastery of academic material.

Unit 7. Fieldwork

General Outcome:

- 7.0 The students should be able to gain an understanding of the practical application of the theoretical data on social and multicultural issues through observation of and interaction with students of many cultures in Broward County K-12 classrooms.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 7.1 Analyze and discuss the role of culture on the performance of teacher and student in the multicultural school/classroom.
- 7.2 Discuss and analyze the role of socialization on the performance of teacher and student in the multicultural school/classroom.
- 7.3 Discuss and analyze the role that culture and socialization play in the structure of education.
- 7.4 Analyze the effect of the home-school gap on current Broward County students of other cultures and their teachers.
- 7.5 Evaluate the effectiveness of multicultural education in current Broward County classrooms.
- 7.6 Analyze the impact of ESOL education in current Broward County classrooms.
- 7.7 Complete a case study of a child in the Broward County schools.

Unit 8. Behavioral Event Interview Assessment

General Outcome:

- 8.0 The students should be able to gain an understanding of their personal perspectives related to working with children and young adults, particularly those who are from foreign cultures, through diagnosis of strengths and weakness in fieldwork experiences and theories presented in this course as a whole.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 8.1 Discuss their actions and thinking in relationship to working with children and young adults.
- 8.2 Relate specific incidents in which they interacted with children and young adults during their fieldwork experiences.
- 8.3 Answer questions regarding their actions, dialogue and feelings during those incidents.
- 8.4 Analyze their behavior and the childrens' behavior in terms of social and cultural factors.
- 8.5 Evaluate their performance as a professional during the incidents(s) described.
- 8.6 Demonstrate a commitment to teaching.
- 8.7 Communicate details and concepts in a clear, succinct manner.
- 8.8 Demonstrate their range of experience in the manner in which they conducted themselves in the incidents discussed.
- 8.9 Conceptualize regarding social and multicultural issues based on theory and practice in this course.
- 8.10 Identify the State competencies that have been addressed in this course.
- 8.11 Identify areas of strength and areas of needed improvement in their professional performance.
- 8.12 Identify goals for the next semester.

Special Student Projects:

1. **Text:**

Kozol, Jonathan. (1992). Savage Inequalities. New York: Harper Perennial.

2. **Selected Readings:**

Readings from major journals, texts, newspapers, etc. related to each of the units.

3. **Creative Presentations:**

Creative presentations of lessons related to book, articles and units on language acquisition and content area instruction.

4. **Written Essays:**

Papers on beliefs about teaching current trends and issues related to each unit.

5. **Journal Reflections:**

Records of educational experiences.

6. **Visits:**

Visits to Multifunctional Resource Center (FAU), Multicultural Center (BCC), ESOL classes K-12, Cultural Festivals.

7. **Debate:**

Class debate on social/multicultural issues.

8. **Behavioral Event Interview:**

A formative assessment interview which gives the students an opportunity to consider and be evaluated on the following:

Commitment to Teaching
Conceptualization
Diagnosis
Communication
Interaction
Range of Experience
Strengths
Areas for Improvement
Goals
State Competencies Addressed