

**College of Humanities and Social Sciences
Department of Languages and Cultures**

Course Number, Title, and Number of Credits: TBED 5420,: 80, Multiculturalism and Acculturation, Winter 2022

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Course Description:

This course examines the social and psychological factors affecting students of diverse backgrounds in American schools. It is designed to sensitize teachers to their students' personal adjustment to a new environment and to how this reorientation affects their acculturation and motivation to learn. Psycholinguistic and sociolinguistic processes will be explored as well as effective teaching strategies to respond to the emotional and academic needs of language-minority students of the larger immigrant group in the United States.

Pre or Co-Requisites: none

Course Objectives

1. Course will introduce students to a range of approaches to the multicultural experience and related concepts (TESOL Standard 2).
2. Course will explain diverse perspectives on the place of language in multifaceted identities (TESOL Standard 2).
3. Course will examine the personalities and cultures of bilingual/bicultural individuals (TESOL Standard 3).
4. Course will introduce diverse perspectives on hyphenated cultures/subcultures (TESOL Standard 2).
5. Course will explore additive and subtractive acculturation and examine alternatives to this paradigm (TESOL Standard 2).
6. Course will introduce perspectives on discourse in a cross-cultural perspective (TESOL Standard 2).
7. Course will introduce major considerations in the difference between potential learning disabilities and problems stemming from cross-cultural differences (TESOL Standard 4a).

8. Course will discuss the relationship between self-esteem, confidence and an affirmation of one's own cultures) (TESOL Standard 2).

Student Learning Outcomes

1. Candidates will explain a range of approaches to the multicultural experience and related concepts (TESOL Standard 2).
2. Candidates will assess and defend the place of language in multifaceted identities (TESOL Standard 2).
3. Candidates will analyze and interpret personalities and cultures of bilingual/bicultural individuals (TESOL Standard 2).
4. Candidates will illustrate different perspectives on hyphenated cultures/subcultures (TESOL Standard 2).
5. Candidates will distinguish between additive and subtractive acculturation and assess the validity of this paradigm. (TESOL Standard 2).
6. Candidates will discuss theories of discourse in a cross-cultural perspective (TESOL Standard 2).
7. Candidates will articulate fundamental concepts involving the differentiation between potential learning disabilities and problems stemming from cross-cultural differences (TESOL Standard 4a).
8. Candidates will explore the relationship between self-esteem, confidence and an affirmation of one's own cultures) (TESOL Standard 2).
9. Candidates will demonstrate professional dispositions (COE AC7).

Course Content

- A. Introduction
- B. Definitions of Multiculturalism
- C. Language and Multiculturalism
- D. Individual Perspectives on Multiculturalism
- E. Hyphenated Cultures and Other Paradigms
- F. Introduction to Acculturation
- G. Additive and Subtractive Acculturation and Other Perspectives
- H. Cross-Cultural Discourse
- I. Broader Pedagogical Implications—Relationship with Learning Disabilities, Giftedness, etc.

Assessment:

Participation, including online sessions and presentations	25%
Short essays --	25%
Research paper --	50%

Required Readings

Aciman, André (1999), *Letters of Transit: Reflections on Exile, Identity, Language, and Loss*. New York: New York City Public Library Press. (Any edition is fine).

Akhtar, S. (2011). *Immigration and Acculturation: Mourning, Adaptation, and the Next Generation*. Plymouth, UK: Rowman and Littlefield.

Gee, James Paul (2014), *The Social Mind: language, Ideology, and Social Practice*, Champagne-Urbana: Common Ground. (Any edition is fine).

Key Dates:

Midterm essays – January 12
Research paper – NJanuaary 21

Final Research Paper

Over the course of the semester, you have been exposed to diverse theories of Multiculturalism and several paradigms exploring the Acculturation process. You studied divergent concepts of multiculturalism. You further examined additive and subtractive acculturation, and contrasted these concepts with other models. (For the purposes of this final paper, the terms "multiculturalism" and "acculturation" are interpreted in a pluralistic, open-ended manner.)

In light of these theories, you will develop an 8-10 page academic term paper exploring a discrete aspect of Multiculturalism/Acculturation. Although the above theories constitute a number of diverse approaches, please integrate a number of them into your discussion as you *develop your own unique perspective*. You should pay particular attention to TESOL Standard 2 and its diverse indicators in your selection of a topic. Your research should be narrow in focus and never lose sight of the theoretical perspectives we have discussed. In all cases, it should relate these cultural concepts to the learning experiences of ELLs. Of particular importance to your discussion are:

- 1) the relationship of your topic to broader issues of cultural values and beliefs,
- 2) the effect of cultural issues on the academic progress of ELLs, and
- 3) the relevance of home events, and when appropriate, cultural/political conflicts.

Commented [VG1]: How about 10-12 pages? I'm not sure our students can pull a 15-page paper.

Commented [VG2]: The relevance of home events on...?

During the rest of the semester, we will work online to help you identify your topic and hone your thesis. You will finalize your topic in consultation with the instructor. This is a formal academic paper, so it needs to be well-organized, and systematically developed. There should be no use of subjective language. In other words, your grade takes into account issues of academic language (TESOL Standard 1a4). You may draw upon readings used in class and other peer-reviewed sources in your research. The paper should be submitted to the instructor with rigorous adherence to appropriate bibliographical norms of one of the following manuals of style: APA, MLA, or parenthetical Chicago. You will present a brief summary of your research on the Bb.

Commented [VG3]: Will this be part of the grade? Or will they get 2 separate grades: paper and presentation?

Table 2: scoring rubric template

Criterion	Description of Criterion	Emerging <i>Extends Knowledge and Understanding of Content and Gains Professional Identity</i>	Developing <i>Applies Subject Matter Knowledge and Strengthens Professional Dispositions</i>	Proficient <i>Deepens and Extends Knowledge, Skills and Professionalism; Expands Responsibilities For Leadership; Hones Repertoire</i>	Exemplary <i>Synthesizes and Evaluates Knowledge to Improve Instruction and Student Learning; Demonstrates Professional Leadership; Refines Repertoire</i>
Written Communication TESOL 1.a	Candidate uses clear standard English in his or her oral and written communications, including strong ideas, organization, word choice, sentence fluency, and conventions.	Candidate presents his or her general ideas with clarity. There are errors in standard written English. Candidates' adherence to professional norms (e.g. APA) is inconsistent.	Candidate develops and presents main ideas in writing, and defends the main ideas in an organized manner. Standard English has few errors. Candidate makes few errors in adherence to professional norms (e.g. APA).	Candidate develops and presents main ideas, and defends these in an organized manner, incorporating a strong choice of words and accurate writing conventions. Candidate adheres to professional norms (e.g. APA).	Candidate develops and presents main ideas and defends these in an organized manner with coherent and logical sequencing. Candidate adheres to professional norms (e.g. APA). Writing is at a level of professionalism fit for dissemination to stakeholders in the field.

<p>Understanding and application of knowledge about cultural values and beliefs in the context of teaching and learning.</p> <p>TESOL 2</p>	<p>Candidate articulates and synthesizes concepts related to culture, among these acculturation, biculturalism, and multiculturalism.</p>	<p>Candidate recognizes that a body of literature exists that explores acculturation, biculturalism, and multiculturalism.</p>	<p>Candidate discusses diverse perspectives on acculturation, biculturalism, and multiculturalism.</p>	<p>Candidate synthesizes diverse perspectives on acculturation, biculturalism, and multiculturalism and demonstrates their relevance to the ESL classroom.</p>	<p>Candidate synthesizes and evaluates diverse perspectives on acculturation, biculturalism, and multiculturalism, and compares his/her own findings to existing literature in what concerns the experience of ELLs in the classroom and beyond.</p>
<p>Appreciation of socio-psychological processes implicit in the acculturation process.</p> <p>TESOL 2</p>	<p>Candidate articulates an understanding of the sociopsychological processes that define the acculturation of ELLs and their families.</p>	<p>Candidate describes the socio-psychological processes that define the acculturation process.</p>	<p>Candidate explains the relationship among diverse approaches to the acculturation process.</p>	<p>Candidate articulates an understanding of the socio-psychological processes that define the acculturation process and applies them to the context of ELLs and their families.</p>	<p>Candidate articulates an understanding of the socio-psychological processes that define the acculturation process and applies them to the context of ELLs and their families. Candidate articulates the interrelationship between these theories and their own unique perspective.</p>
<p>Understanding and application of concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</p> <p>TESOL 2</p>	<p>Candidate explores diverse theories of cultural identity and the wide range of such identities among students. S/he draws upon this research to enhance the learning environment of the classroom.</p>	<p>Candidate demonstrates awareness that cultural values differ among individuals.</p>	<p>Candidate discusses diverse theories of cultural identity and how such identities vary widely among students.</p>	<p>Candidate evaluates diverse theories of cultural identity and the wide range of cultural identities among students. Candidate explores how such theories can be applied to the enhancement of the learning environment of the classroom.</p>	<p>Candidate synthesizes and evaluates diverse theories of cultural identity and the wide range of cultural identities among students. Candidate articulates her/his own unique perspective, demonstrating how such knowledge can be applied to the classroom.</p>
<p>Understanding and application of knowledge about cultural conflicts and/or home events that can have an impact on ELL's learning.</p> <p>TESOL 2</p>	<p>Candidate uses research on the impact of cross-cultural conflicts and/or home events to foster cross-cultural appreciation.</p>	<p>Candidate describes diverse perspectives on cultural conflicts and/or home events that affect ELLs.</p>	<p>Candidate summarizes research on the impact of cross-cultural conflicts and/or home events on the interpersonal relationships and classroom experience of ELLs.</p>	<p>Candidate evaluates existing research on the impact of cross-cultural conflicts and/or home events that can affect ELLs' learning</p>	<p>Candidate synthesizes and evaluates existing research on the impact of cross-cultural conflicts and/or home events that can affect ELLs' learning, and develops an original theory.</p>

Here are some suggestions. You are free to hone the topics and adapt them to your own

research.

What is essential is that you have a strong, well-focused thesis, and that your entire paper develops this.

I suggest that you develop your paper along the following lines, although each case may be different:

- 1.) An introduction that leads readers into the topic. Since the paper is only eight-to-ten pages in length, your thesis statement should come at the end of your first or second paragraph.
- 2.) A methodology section. This is *only necessary* if you are adding to your research your own classroom situations or interviews with students, parents, colleagues, or administrators. *If you are using exclusively peer-reviewed (refereed) research, there is no need to mention your methodology.* If you refer to your own classroom or interviews, remember, never use the first person. You might consider referring to yourself as the “teacher/researcher.”
- 3.) A discussion of your topic and peer-reviewed research.
- 4.) Your own observations and the development of your unique perspective. Be sure you have described the context of your study either above in 1 or 2 or here, wherever it fits.
- 5.) A conclusion—not a repetition of your introduction. Rather, it might be forward looking, suggesting further research that can be done.

Remember, use formal academic English. Subjectivity is allowed *if you are a published expert, or recognized expert in the field*. This actually happens sometimes!

If you have a point that you need to make, but it doesn’t fit into the flow of your argument, feel free to do it as a footnote.

Regarding references, do not mix or match bibliographical formats. Be consistent. Of course, I prefer MLA or Chicago over APA. Nonetheless, I will gladly accept any format, as long as it is the latest version and correct. Our reference librarians may be able to email you a copy of a cheat sheet for MLA and APA.

Another point on references is to remember the rules for capitalization for titles between English and Spanish, just in case you use Spanish-language sources. For instance---for those of you who know Spanish--- note the difference between the capitalization in *Gone with the Wind* and *Lo que el viento se llevó*. Also, if you use a bibliographical tool from the library such as “Cite It,” these tools make huge mistakes with capital letters, so you would need to proof and fix it yourself.

For those who may be using Arabic-language sources, you are on your own! I wouldn’t know a history book from a cookbook!

Here are eight topic suggestions. These are just to give you ideas. You can modify them as you like.

1. The effect of 9-11 on the atmosphere in classrooms with Arabic-speaking ELLs.
2. The impact of parental attitudes towards bilingual education on ELL success. This could involve parents in favor of or against bilingual education.
3. You may choose a contrastive analysis of ELLs who are very proficient in L1 with those who have little literary knowledge of their L1.

4. An analysis of LGBTQ issues and the impact thereof on the acculturation and self-acceptance of ELLs.
5. The effect of downward socio-economic status of parents who immigrate here on school-age ELLs.
6. The impact of parental literacy and/or attitudes towards education on the acquisition of English and the development of L1 in a *specific* subset of ELLs.
7. The impact of refugee status on a specific aspect of acculturation and education for ELLs. This could be Syria, Central America, or something else...
8. How does the overall political climate of the US or the State of New Jersey impact the bilingual classroom.

Nota bene: The one part of the rubric on events in the homeland may not apply to all topics. However, if possible, try to integrate this, at least in the form of a somewhat related footnote. Please contact me with any questions!!!!!!

University policies related to Covid-19.

Although this class is 100% online, you may need to go to campus for the Library or other reasons...

William Paterson University seeks to ensure the health and welfare of all in our community. The Pioneer Pledge expects students, faculty, and staff to:

- wear facial coverings while on campus
- comply with social distancing guidelines, including in the classroom
- stay home if sick

If you do not wear a facial covering that protects or blankets your nose and mouth, fitting snugly and covering your chin per CDC guidelines, you will not be permitted to enter the classroom. If you remove your facial covering, or otherwise expose your mouth and/or nose while attending class, you will be asked to return the facial covering to its proper position. If you do not comply, you will be asked to leave and are subject to disciplinary action by the Office of Student Conduct. If you do not follow social distancing protocol in the classroom (e.g., sitting too close to another student), you will be asked to move your location. If you do not comply, you will be asked to leave and are subject to disciplinary action by the Office of Student Conduct.

The only exception to the above requirements of a facial covering is for a student who receives an Accessibility Resource Center (ARC) accommodation to be able to wear another form of face covering such as a face shield given specific breathing or other health related need.

Students who are sick or who are engaging in self-quarantine or isolation should not attend in person classes and will not be required to provide formal documentation from a health care provider. Students should:

- Notify the instructor in advance of the absence if possible;

- Keep up with classwork as they are able; and
- Work with their instructors to try to reschedule assignments and exams, labs, and other critical academic activities.

Additional for courses that have at least some on campus sessions: On campus sessions of this course may be recorded or livestreamed at my discretion and made available to you through the course platform (e.g., Blackboard). Students may not record the class. Recordings made by the instructor will be available only to students registered for this class and may not be shared, reproduced, or uploaded to any other online platform. Attendance at online class sessions is limited to those students enrolled in the course. Visitors are not permitted without the instructor's permission, and if permitted, must comply with the University's visitor policy.

Adhering to the guidelines above are a matter of public health and community integrity, and the WP community views the adoption of these practices as a mark of good citizenship and respectful care for fellow classmates as well as WP faculty and staff. The WP community views the adoption of these practices and adherence to the Pioneer Pledge as examples of the strength of our community and the spirit of *Will.Power*.

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