



Nebrija
Universidad

Grado en Educación Infantil

Código: INF102

**ATENCIÓN A LA DIVERSIDAD
LINGÜÍSTICA Y CULTURAL**

Subject: Attention to linguistic and cultural diversity

Credits: 6

Type: Compulsory

Academic Year: 2012-2013

Semester: 2nd

Group:

Lecturer: C. Henri Alves Souza

1. PREVIOUS REQUIREMENTS

Knowing how to manage written and spoken English is a *sine qua non* condition to have a good outcome in this course. A B2 level is highly recommended.

2. SHORT DESCRIPTION OF THE CONTENTS

This subject aims at creating awareness and introducing students into approaches on education whose main focus is the linguistic and cultural diversity, their political and social implications and the most relevant aspects which underlie their implementation.

3. COMPETENCES ACQUIRED BY THE STUDENT AND THE LEARNING OUTCOMES

General competences

The students are expected to develop skills which will enable them to visualize and deal with diversity in the classroom. To achieve it the participants will first discuss and reflect on the current situation of schools and the problems they will likely find there.

This study will help them understand, discuss and, consequently, create awareness on different aspects of education concerning identity and plurality.

Along the course, participants will be impelled to develop a critical thinking on these themes and also will discuss possible means to impel their own students to do the same. They will analyze concrete situations which could be similar to the ones they will likely find in the exercise of their profession and try to sort them out.

They will also have access to theoretical material which will enable them to build their own definition of important topics such as identity, culture and language (which will be the guidelines of this course) and also will help in the construction of concepts such as gender, sexuality, ethnicity, nationality, individuality, etc.), which will be crucial in the exercise of their profession.

Specific competences

Capacity to diagnose and prevent conflictive situations in the classroom.

Capacity to deal with conflictive situations in the classroom and sort them out.

Capacity to create awareness on diversity and plurality

4. LEARNING ACTIVITIES & METHODOLOGY

The content of this course will be developed by means of different methodologies and strategies.

1. Reading

The previous step of each class involves reading the theoretical material provided in the study pack corresponding to the due class. This step is very important because the quality of the discussions will depend on the previous information participants had obtained.

2. Face-to-face classes

It is here when the participants will discuss the topics and build the knowledge of the themes given. The professor will present the theme, explain basic points, lead and coordinate the discussions and activities performed in class. A good part of the knowledge, however, will be built by the activities, discussions and conclusion made by the participants themselves. Some sessions will be led and coordinated by the students

3. Forums

The campus virtual will be the space where the students will be in contact with the professor and among themselves. In this space questions will be asked and points will be posited, giving a sequence to the discussions performed in class and proposing new ones.

4. Tutorials

The professor will be available for further explanations, guidance and assessment of individual and group performances and development under previous appointment.

5. EVALUATION SYSTEM

Ordinary evaluation:

5.1.1	Midterm	20%
5.1.2	Directed activities (papers, essays, presentaions)	20%
5.1.3	Participation and attendance	10%
5.1.4	Final written exam	50%

Repeat exam:

5.2.1	Written exam	60%
5.2.2	Actividades dirigidas	40%

Restrictions:

In order to make up the final average grade, the student is required to attend a 80% of the sessions specified in the syllabus. Also, it is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

Plagiarism (illegal and unauthorised copying) is penalised with a zero grade 0 for the entire course.

6. BIBLIOGRAPHY

Court, C. (2000). *Multicultural activities*. Warwickshire, UK: Scholastic

Cushner, K. (2003). *Human Diversity in Action*. New York, US: Mcgraw Hill Education

Perry, T and Fraser, J et al. (1993). *Freedom's Plow*. New York, US: Routledge

Roberts, H et al. (1994). *Teaching From a Multicultural Perspective*. London, UK: Sage Publications.

Wayne Au et al. (2009). *Rethinking Multicultural Education. Teaching for racial and cultural justice*. Milwaukee, US: A Rethinking Schools Publication

Langer de Ramirez, L. (2009). *Take Action! Lesson Plans for the Multicultural Classroom*. New York. US: Pearson

7. PROFESSOR'S CURRICULUM

Henri Alves de Souza has a Bachelor degree in Languages (Portuguese/ English) and Literature from the Universidade Federal do Rio de Janeiro(UFRJ), being also a Technician in Agriculture and Environment from the Universidade Federal Fluminense (Rio de Janeiro, Brazil). He has several theatrical plays performed at this university. He is a native Portuguese teacher and has a 19 year experience teaching English and Portuguese as second languages. Specialized in drama (especially British and Brazilian), his main project at this moment is focused on the use of art (painting and poetry) in the classroom.

8. PROFESSOR'S OFFICE HOURS AND CONTACT

The professor will be available from 12:00 to 13:00 Tuesdays and Thursdays.

9. CONTENTS OF THE SUBJECT AND SESSIONS

DEGREE: EDUCACIÓN INFANTIL

SUBJECT: ATTENTION TO LINGUÍSTIC AND CULTURAL DIVERSITY

YEAR: FIRST **SEMESTER:** SECOND **ECT CREDITS:** 6

week	Session	CONTENT	Individual work and assignments	Seminars	Theoretical and practical work
	1	Unidad 0. Introduction class		1.5	3
	2-6	UNIT 1. Identity, Language and Culture <ul style="list-style-type: none"> • <i>Classroom tapestry – A practioners perspective on Multicultural education</i> • <i>Some Problems of identity and education: A comparative examination of multicultural education</i> • <i>Languages and Cultures in the classroom</i> 	Reading and research	7.5	12
	7-11	UNIT 2. Multiculturalism and education <ul style="list-style-type: none"> • <i>Origins of Multiculturalism</i> • <i>Bilingual Education Works</i> • <i>Multicultural education, diversity and citizenship in Canada</i> 	Reading and research	7.5	14
	12-13	Presentations on: Multiculturalism in 4 different countries	In groups students perform a presentation on the different approaches to multiculturalism in different countries.	3	10
	14	Midterm		1.5	6
	15-19	UNIT 3 Attention to Diversity in Spain <ul style="list-style-type: none"> • <i>An outlook of diversity in Spain – the language issue</i> • <i>What the Spanish law says</i> • <i>Immigration: The second generation Immigrants in Spain: The Quest for Identity and Paths for Integration.</i> • <i>Putting a human face on the immigration debate</i> 	Reading and research	7.5	9
	20-24	UNIT 4 – Fostering Integration: <ul style="list-style-type: none"> • <i>Definition of Inclusive Education</i> • <i>Ontario´s Equity and Inclusive Education Strategy</i> • <i>Augusto Boal´s Theatre of the Oppressed and Paulo Freire</i> • <i>Integrating a school, One child at a time</i> 	Reading and research	7.5	9
	25-27	Final presentations. Using Boal´s Threatre of the Oppressed and four plays: Edward II, Othello, The Tempest; The Merchant of Venice	In groups students perform a presentation on the different approaches to multiculturalism in different countries.	4.5	12
	28	Theatre (seeing a theatrical play related to the subject)		1,5	12
	29	Review	---	1.5	12
		Final Ordinary Exam		1.5	
		Repeat Exam		1.5	

TO TA L			Seminars	42	= 150 horas
			Examens	4.5	
			Tutorials	4.5	
			Individual and group work	99	