

Augusta State University
College of Education
Teacher Education
M.Ed. Cohort
Fall 2007

EDTD 6432 Multicultural Education

Hours: 3 Semester Hours

Instructor: Lori Whatley

Phone: 706-361-3479 (cell) 706-597-9827 (home)

E-mail: mwhatley@aug.edu

Course Description

The course will engage students in developing a sound understanding of what multicultural education is and how its tenets may be applied in the classroom.

Required Text: none

We will access and use scholarly articles from various sources related to multicultural education.

Conceptual Framework Principles Addressed: (MAT) Master of Arts in Teaching Initial Certification Students

Learning Outcomes for Master of Arts in Teaching Portfolio:

3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.
7. Plan instruction based upon knowledge of subject matter, learners, and the community and curriculum goals.
8. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally.

National Board For Professional Teaching Standards Core Propositions: Advanced Certification Students Learning Outcomes (Conceptual Frameworks):

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge of family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theory of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' self-esteem, motivation, character, civic responsibility, and their respect for individual, cultural, religious, and racial differences.

Overall Course Objectives:

1. To develop awareness of multicultural issues of importance in education today
2. To increase knowledge of multicultural education
3. To develop skills meeting the needs of diverse populations
4. To practice self-reflection

Course Goals:

This is not a methods course or a "how-to" on multicultural education. The focus will be on developing awareness and knowledge to facilitate competencies to work with diverse populations in multicultural societies, schools, and classrooms. The course emphasizes interpersonal, theoretical, and philosophical understanding needed for success of teacher and learner. At the end of the course, students will understand and be able to:

1. Link personal and professional experiences to the content of the course and research, if applicable
2. Read, interpret, and evaluate research literature related to multiculturalism education
3. Increase knowledge of the ways diverse populations of students (and parents) experience the world, inside and outside the classroom, the school, and the community
4. Evaluate their own and others' perspectives and cultural behaviors in the light of multicultural theory and cultural pluralism for a better understanding of teacher and student growth

5. Develop a sound philosophical, theoretical, and personal rationale for multicultural education.

Specific course objectives:

At the end of this course, students will be able to:

1. Define multicultural education
2. Give a rationale for incorporating a multicultural perspective into existing curriculum
3. Identify effective teaching strategies and classroom management techniques that are successful with students of diverse cultures

This course will also help students to:

1. Use the Internet, GALILEO especially, to access full-text, scholarly articles on given topics
2. Reflect on and connect class discussions and readings to experiences, both personal and professional
3. Explore and discover personal facets of multiculturalism and how this impacts professional practice

Orientation and Philosophy:

As a graduate student, you bring a wealth of personal and professional experience and practical knowledge to this class. It is my assumption that we will collaboratively share reflections on our experiences, and use these reflections as a bridge to develop critical understanding of readings. An additional assumption is that sharing these experiences will develop trust and community in the class. I encourage everyone to draw from their personal and professional experiences in discussions, responses to readings, and other class assignments.

Personally, I understand new concepts better by working in groups. Discussion, interaction, collaboration, and writing all help me to gain a deeper knowledge of what I am learning. It is also more fun! Therefore, this course will not be designed in lecture format. I see this course as one in which we explore multicultural issues together and learn from each other.

We will explore and challenge our assumptions and beliefs. We may not always be comfortable as we go through this process. We may disagree with each other; however, it is my expectation that we will always respect one another. We will not always find answers; however, it is my hope that by being flexible and open to change, we can all grow and learn to think multiculturally. By learning to think multiculturally, we can develop an orientation to diversity that will be of benefit in our lives and in our teaching.

Class Policies:

Attendance: Students are required to attend each class, participate, and complete all assignments by the due date. Be sure to initial the roll for each class session. Non-attendance or tardiness in excess for more than 10 percent of class

time, regardless of cause, may result in the student being withdrawn from the course.

Academic Honesty: Students found guilty of plagiarism or other forms of academic dishonesty will receive a failing grade in this course.

ASU Pipeline: I urge you to check your e-mail through ASU regularly. At times, I will be sending articles to you via the pipeline. By using your account regularly, it will not be inactivated. The pipeline can not be accessed at any McDuffie County School.

Class Meeting Dates/Topics:

October 22: Introduction to EDTD 6432; Teacher Survey; Defining Multicultural Education; Misconceptions about Multicultural Education

October 29: Race/Ethnicity
McDuffie County Teacher of the Year Banquet—let me know if this interferes with class—I will allow you to leave early if necessary.

November 5: Social Class

November 12: Gender/Gender bias

November 19: Religion

November 26: Exceptionality (Special Education/Gifted Education)

December 3: Culturally Relevant Teaching

December 10: This is the week of final exams. We will not be having final exams, but will need to meet since we did not meet on October 15 due to McDuffie County Schools being closed for Fall Break.

Assignments and Due Dates:

1. Cultural Autobiography:

Cultural autobiography is a reflective, self-analytic story of your past and present. First, **narrate** your life experiences that you consider of significance in shaping your worldview. You may include typical and/or exceptional events from your childhood, school years, religious life, family life, etc.; memorable encounters with individuals of various backgrounds; etc. Second, **analyze** how these experiences have shaped your culture--standards for thinking, valuing, behaving and evaluating (Goodenough, 1981)--and **interpret** the cultural meanings of these experiences to you. The narration and analytic interpretation may or may not be separated in your writing. Lastly, **reflect** on the process of

writing the cultural autobiography. How has this process helped you discover your multicultural ness?

Submit the cultural autobiography in 5 to 10 double-space typed pages. You may complete this as Power Point presentation, but the requirements will be the same. Since I am interested in seeing how you are able to reflect on and examine your own cultural assumptions, which is important in becoming an effective teacher in a multicultural environment, you will not get a good grade by simply narrating how your life has been. To be able to do a meaningful interpretation of your past and present, you need to have a clear understanding of how one's culture is constituted and how one becomes multicultural. (from Heewan Chang <http://www.eastern.edu/publications/emme/1999spring/chang.html>)

I would like for you to share your autobiography with the class. If you are extremely uncomfortable about this, please talk with me.

due date: November 12

If you choose to use a Power Point Presentation, I need a copy of the slides as a “handout” view.

2. **Articles and journal:** Each week, you need to choose one article (from the Internet, newspaper, magazine, or journal) that has relevance to what we will be discussing or have discussed. Along with the copy of the article, include a reflection of your thoughts. Your response should include: 1. recovery of meaning (what do the authors mean, what are the key points or arguments); 2. reconstruction of meaning in the light of the interpretations based on personal/professional experiences (what does the work contribute to your understanding of multicultural education in the light of your experiences and do you agree or disagree with the author, being sure give reasons to back up your statements); 3. links to the broader field of multicultural education (how does the article fit in with your developing understanding of the field of multicultural education) We will discuss these in class and I will collect them weekly. Your responses should be typed. They need to be double spaced.

due date: weekly (10/29, 11/5, **not on 11/12**—cultural autobiography is due, 11/19, 11/26, 12/3, **not on 12/10**—final project due.

3. Final Project: Choose one option.

A. Write an instructional unit for actual use in your classroom that integrates aspects of multicultural education. Unit plan (7-10 days at least) must include

GPS standards, enduring understandings, essential questions, detailed daily plans of what the teacher will do and what the students will do, materials/resources, technology, thinking maps, and writing. The daily lesson plans must include a copy of any notes, handouts, worksheets, study guides, rubric/checklists, and any other items used for instruction/assessment. An example would be a Social Studies unit on the American Revolution that includes contributions of females/minorities or a Science unit on inventors that acknowledges contributions from all races/ethnicities.

B. Choose a multicultural education topic that is of great interest to you. Research the issue and write a traditional research paper in APA format, including a bibliography. The paper should be 12-20 pages in length, double-spaced.

C. Action Research Project: Design a project to address an issue in multicultural education. Perhaps you want to focus on ESOL students and find strategies to use that will help them be successful in the classroom. Maybe you are having behavior problems with a group of students from one race, class, or gender and are looking for ways to manage them appropriately. Your written project will include a rationale (why you see the need to engage in action research in this particular area), what current research says, a description of the project, a timeline, data collection (results of your study), connection to course readings, conclusions/implications, and a bibliography.

due date: December 10

Grading:

Participation: This grade is not based solely on attendance; it is based on class readings, active class participation, and interest shown in subject matter. Full credit will be given only for active participation.

8 classes X 10pts. for each class = 80 points

Articles/Journals: 5 articles/reflective journals X 30 points = 150 points

Cultural Autobiography: 200 points

Final Project: 400 points

GRADE/POINT DISTRIBUTION:

The grade for this class will be calculated using a point scale. Points will be deducted for grammar/punctuation errors and failure to follow APA format. Assignments total 830 points.

830-790 = **A**

789-750 = **B**

749-710 = **C**

709-670 = **D**

669 and below = **F**

Rubrics will be given when applicable.

IMPORTANT NOTICE: THIS SYLLABUS IS SUBJECT TO CHANGE, REVISION, ADDITIONS, AND DELETIONS AS DETERMINED NECESSARY BY THE INSTRUCTOR. ADEQUATE NOTICE WILL BE GIVEN.