

**Augusta State University
College of Education
Teacher Education
Fall 2009**

EDTD 6432 A ----Multicultural Education

Hours: 3 Semester Hours (3-0-3)

Assistant Professor: Ronnie Harrison, Ed.S

Office: 364 University Hall

Phone: (706) 667-4500

E-mail: rharris8@aug.edu

Office Hours: (by appointment)

COURSE DESCRIPTION:

The course will engage students in developing a sound understanding of what multicultural education is and its implications for teaching practice. Students will examine the theoretical and scholarly literature related to multicultural education which explore the impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning.

REQUIRED TEXT:

Sleeter, C. & Grant, C. (2009). Making choices for multicultural education: Five approaches to race, class and gender. (6th ed.) Hoboken, NJ: John Wiley & Sons, Inc.

REQUIRED RESOURCES:

LiveText Systems Software (Obtainable online)

Augusta State University Department of Teacher Education Website:

http://www.aug/teacher_development/

EDTD 6432 B – ASU Pipeline Course Homepage Course Tools

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 for 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 a diverse learning community) and actively seeks professional growth.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CORE PROPOSITIONS : Advanced Certification Students (M.Ed and Ed.S)

Learning Outcomes for Advanced Certification Portfolio.

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 all 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

There are three interrelated overall objectives for the course:

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

COURSE GOALS:

This course is not a methods course, nor is it 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. Course projects are designed to develop students’ skills in their particular areas of research and/or practice.

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 to directions for research if applicable.
2. Read, interpret, and evaluate research literature related to multiculturalism and multicultural education.
3. Evaluate their perspectives and cultural behaviors in the light of multicultural theory and cultural pluralism for a better understanding of teacher and student growth.
4. 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 that are representative of diverse cultures.

This course is also designed to:

1. Acquaint students with research and writings on multicultural education.
2. Acquaint students with various teaching resources on multicultural education.
3. Provide students the opportunity to work with other teachers/educators to develop multicultural projects
4. Give students an opportunity to interact and discuss multicultural education with fellow educators and professionals in the field of multicultural studies/issues.

COURSE TOPICS:

1. Dimensions of Multiculturalism
2. Multicultural Education: Development, Goals, and Approaches
3. Pluralism, Ideology, and Educational Reform
4. Teaching Decisions-Making and Social Action Skills
5. Curriculum Guidelines for Multiculturalism
6. Educational Equity and Gender, Race, Language, Disability, Social class, and Sexual Orientation
7. Addressing Multiculturalism: Theory, Research, and Strategies

ORIENTATION AND PHILOSOPHY:

The graduate studies experience is a special case of practitioner's professional development. Graduate students bring a wealth of personal and professional experience and practical knowledge to their graduate studies. One of my assumptions is that deliberate attempts on our part to reflect on our personal-practical knowledge will render graduate experiences more meaningful. Another of my assumptions is that in collaboratively sharing reflections on our experiences, and in using them as a bridge to our developing critical understanding of readings, we can synthesize and create knowledge. An additional assumption is that sharing these experiences develops trust and community in the class. I encourage students to draw from their personal and professional experiences in discussions, responses to readings, course papers and class projects.

I understand dialogue, interaction, collaboration, and writing to be essential aspects of meaning making. Therefore, this course is not designed in lecture format. I see this course as one in which we explore together multicultural issues. I see these multicultural issues as directly connected not only to our work, but to our lives, to the communities in which we live, and to the emerging global society.

We will explore and challenge our assumptions and beliefs. We may not always be comfortable as we go through this process. People 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. The overall orientation of the course will be towards understanding multicultural education as social justice, as an on-going developmental process, and as one in which we educators and practitioners have the power to affect and implement change.

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 E-mail, EDTD 6432 Course Page, and LiveText: Students are required to check e-mail and **Course Page for EDTD 6432 daily**. This will be our primary means of communication, and you will be directed to this page for location of special files and electronic links. **In addition, students will use LiveText as directed to create and submit assignments and update electronic portfolios throughout the semester.**

GRADE /POINT DISTRIBUTION:

The grade for this course will be calculated using a total 700 point scale. Individual assignments will be given a point evaluation based on corresponding rubrics when indicated. Points will be deducted for grammar/punctuation errors and failure to follow APA format.

627 - 700 = A

592 - 626 = B

525 - 591 = C

485 - 524 = D

484 and Below = F

<u>Date</u> <u>Wed.</u>	<u>Reading/ Discussion Topics</u>	<u>(Sleeter & Grant, 2009)</u>
8/19	Course Orientation: Multicultural Education Illusions of Progress: Business as Usual	Chapter 1
8/26	Teaching the Exceptional and the Culturally Different Approaches to Multicultural Education: Philosophical Frameworks and Models	Chapter 2 (Journal Article)
9/2	Human Relations Extended Readings/Resources/Applications -Presentations Collaborative Group Meetings	Chapter 3
9/9	Single-Group Studies Crafting Lesson Plans: Multicultural Perspective	Chapter 4
9/16	Multicultural Education	Chapter 5
9/23	Extended Readings/Resources/Applications -Presentations Collaborative Group Meetings Crafting Lesson Plans: Multicultural Perspective	
9/30	Multicultural Social Justice Education	Chapter 6
10/7	Collaborative Multicultural Project	Group Project Presentations

<u>COURSE REQUIREMENTS:</u>	<u>VALUE Pts.</u>	<u>DUE DATE</u>
<p>Participation – Socratic Seminars There will be discussions, both small group and full class, that focus on course text chapter reading assignments. Also, each student will be prepared for class discussion and assume responsibility for leading a Socratic Seminar for an assigned chapter from the text.</p>	<u>80</u>	<u>Assigned</u>
<p>Chapter Reading Reflections Based on the reading of each chapter, each student will provide a one-page reflective response to assigned prompts provided by the instructor. Each response will be submitted as an assignment attachment in LiveText by 12:00 p.m. the date of the chapter consideration.</p>	<u>120</u>	<u>Chapter Due Date</u>
<p>Journal Article Review Students will be required to provide a written review for a <i>professional education journal article</i>. The review should be two pages, type-written, double spaced and include the following: (1) the author's key argument? And (2) what (How) does the article contribute to your understanding of multicultural education. The review should be submitted as an assignment attachment in LiveText. Please include cover page and bibliographic citation in APA format.</p>	<u>50</u>	<u>8/26 (Assigned)</u>
<p>Extended Resources - Presentation Each student will share with the class a text or electronic (internet) resource, unit/lesson plan, or instructional activity application that reflects an approach to multicultural education.</p>	<u>50</u>	<u>9/2 (A – J) 9/23 (K – Z)</u>
<p>Lesson Plan: Multicultural Education Perspective Each student will collaborate with a content (subject area) group to revise a traditional content lesson plan to include multicultural education perspectives.</p>	<u>100</u>	<u>9/23</u>
<p>Collaborative Project/Presentation Students will engage in a <i>collaborative multicultural project</i> based on Gorki's Multicultural Problem Solving Model. This project should be designed to address an issue in multicultural education of interest to a particular group. This project will be worked on throughout the session, and some class time will be devoted to on-going preparation of this assignment. Students will be required to do a brief class presentation on the project discussing the topic selected, method of investigation, understandings, and implementation in an actual school site or work setting.</p>	<u>100</u>	<u>10/7</u>
<p>Final Exam Paper – Submitted via LiveText The final paper is a <i>comprehensive response</i> to a <i>topic-based</i> question addressing a curriculum development, a conceptual, a theoretical, or a philosophical issue regarding multicultural education. Students will seek to clarify the issue as related to pluralistic education and/or sound guidelines for multicultural programs and classroom practices. The paper (APA formatted) should be approximately three pages, submitted as an attachment in LiveText and include three references, one of which must be the text. <i>Topic questions will be provided.</i></p>	<u>200</u>	<u>10/12</u>

REFERENCES

- Banks, J. (1996). Multicultural education, transformative knowledge, and action: Historical and contemporary perspectives. NY: Teachers College Press.
- Banks, J. A. (1997). Teaching strategies for ethnic studies (6th ed.). Boston, MA: Allyn & Bacon.
- Banks, J. & McGhee Banks, C. (1997). Multicultural education: Issues and perspectives. 3rd ed.) Needham Heights, MA: Allyn & Bacon.
- Bennett, C. (1999). Comprehensive multicultural education: theory and practice. (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Gollnick, D. & Chinn, P. (1990). Multicultural education in a pluralistic society. (3rd ed) . Columbus, OH: Merrill Press.
- Gorski, P. C. (2001). Multicultural education and the internet: Intersections and integrations. Boston, MA: McGraw-Hill.
- Hernandez, H. (2001). Multicultural education: A teacher's guide to linking context, process and content. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Reardon, B. A. (Ed.). (1988). Teaching for global responsibility. NY: Teachers College Press.
- Schultz, F. (2000). Multicultural education. Guilford, CT: McGraw-Hill

