George Mason University
Graduate School of Education

EDUC 537 Section 002
Foundations of Multicultural Education

Fall 2005

Instructor: Barbara D. Acosta, Ph.D.
Class Day and Time: Mondays 7:20 pm - 10:00 pm
Aug 29, 2005 - Dec 20, 2005
Class Location: Robinson Hall B102
Contact Information:
E-Mail: bacosta@gmu.edu
Office Hours: by appointment
Telephone: (301) 593-7381 (9am – 3 pm)

Course Description:
EDUC 537 examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system.

Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques. Field experience is required.

Modes of Instruction:
Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- **Presentations** (i.e., lectures/lectureettes assisted by PowerPoint or other visuals);
- ** Discussions** (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- **Cooperative learning** (i.e., small group structure emphasizing learning from and with others);
- **Collaborative learning** (i.e., heterogeneous groups in an interdisciplinary context);
- **Guest lecturers**;
- **Student presentations**;
- **Video presentations**;
- **Blackboard-5 web based course management and portal system**.
The seminar format of EDUC 537 requires the active participation of all students. As an experiential course, it is structured around discussion and small group activities. Therefore, it is critical that all students keep up with the readings and actively participate in class. Students should be prepared to discuss the content readings in relation to teaching culturally and linguistically diverse students in grades PK–12, as well as to ask questions for clarification, exploration, or discussion.

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**Students with Special Needs:**

Students with disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to advise the instructor in order to ensure their successful participation in this course.

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**Course Outcomes:**

At the conclusion of EDUC 537, students will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.
2. Analyze how the social and cultural context mediates teaching and learning.
3. Analyze how social structures of race, class, gender, (dis)ability, and sexuality work to create relations that privilege some and deny opportunity to others.
4. Understand the factors that contribute to child abuse and neglect and the importance of helping abused and neglected children. Students will demonstrate content proficiency by:
   4.1. Describing factors that contribute to child abuse and neglect;
   4.2. Identifying characteristics of the abused and the abuser; and
   4.3. Investigating possible causes of abusive behavior and strategies that help in reducing child abuse and neglect.
5. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
6. Learn, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support the cultural identities, language and literacy development, and content-area achievement of students.
7. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.
8. Explain and provide examples of anti-bias teaching strategies.
9. Synthesize and reflect upon the various philosophies of education and emerge with a set of basic beliefs about teaching, with special focus on diverse student populations.
10. Demonstrate an understanding of the relationship of multicultural education to bilingual education and ESL/FL.

COURSE OUTLINE

1. The relationship between teaching, learning, and the sociocultural context of the learners
2. Social structural relationships in the United States
3. Anti-bias teaching within the context of multicultural education
4. Culturally responsive teaching theoretical framework
5. Culturally responsive teaching practice

Professional Standards

EDUC 537: Foundations for Multicultural Education is a 3 credit course designed to meet the needs of graduate students who are seeking a Master’s degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign language education, and teaching English as a Second Language. It is one of the first courses of the master’s degree and licensure programs and is required of all program participants.

This course is aligned with the following CEHD-GSE program goals:

1. Diversity. Learn the basic concepts and develop the necessary skills to successfully work with learners of differing backgrounds and value systems.
2. Classroom teaching. Students should be able to understand that there are multiple paths to learning, and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. Democratic principles. Students should be able to adopt teaching practices, which reflect democratic principles and which facilitate the creation and sustenance of democratic learning environments.
4. Knowledge base for teaching in diverse and inclusive classrooms. Students will learn the fundamental concepts pertaining to teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. *Utilization of research.* Students will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to shape their own or others' teaching practices.

6. *Curriculum.* Students will develop the skills needed to design, implement, and evaluate programs that will enable them to work comfortably with students from different backgrounds.

EDUC 537 follows the guidelines and recommendations made by:

- The National Association for Bilingual Education (NABE)
- The National Association for Multicultural Education (NAME)
- Teachers of English to Speakers of Other Languages (TESOL)

NABE, NAME, and TESOL are among the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and reject the view that diversity threatens the fabric of society. Their missions encourage the fostering of an effective learning environment accomplished by effective communication in diverse settings, and by respecting the student’s needs and rights.

**Academic Standards:**

All GSE-courses must be aligned with the teacher education standards of the appropriate professional organization. For EDUC 537 we are using the TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education as well as the INTASC Interstate New Teacher Assessment and Support Consortium Standards.
These standards cover the following five domains:

<table>
<thead>
<tr>
<th>Domains</th>
<th>Standards</th>
<th>Standards specifically met by EDUC 537-002</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Language</td>
<td>n.a.</td>
</tr>
<tr>
<td>1a. Describing Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Language Acquisition and Development</td>
<td>1, 2, 3, 4, 5, 7, 8, and 11.</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Culture</td>
<td>1, 2, 3, and 4</td>
</tr>
<tr>
<td>2a. Nature and Role of Culture</td>
<td>1, 2, 3, and 4</td>
<td></td>
</tr>
<tr>
<td>2b. Cultural Groups and Identity</td>
<td></td>
<td></td>
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<tr>
<td>Three</td>
<td>Planning, Implementing, and Managing Instruction</td>
<td>1, [3], and 4</td>
</tr>
<tr>
<td>3a. Planning for Standards-based ESL and Content Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3b. Managing and implementing standards-based ESL and content instruction.</td>
<td>[2]</td>
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<tr>
<td>3c. Using resources effectively in ESL instruction.</td>
<td>1, [3], and 4</td>
<td></td>
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<tr>
<td>Four</td>
<td>Assessment</td>
<td>1, 2, 3, 4, and 5</td>
</tr>
<tr>
<td>4a. Issues of Assessment for ESL</td>
<td>3</td>
<td></td>
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<tr>
<td>4b. Language Proficiency Assessment</td>
<td>n.a.</td>
<td></td>
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<tr>
<td>4c. Classroom-based Assessment for ESL</td>
<td>n.a.</td>
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<tr>
<td>Five</td>
<td>Professionalism</td>
<td>1 and 4</td>
</tr>
<tr>
<td>5a. ESL Research and History</td>
<td>n.a.</td>
<td></td>
</tr>
<tr>
<td>5b. Partnerships and Advocacy</td>
<td>1, 2, and 3.</td>
<td></td>
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</tbody>
</table>

Graduate Grades

http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:
<table>
<thead>
<tr>
<th>GRADE</th>
<th>TESOL ESL STANDARDS</th>
<th>GRADING</th>
<th>GRADE POINTS</th>
<th>GRADUATE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Substantially Exceeds Standard</td>
<td>&gt;100</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A</td>
<td>Meets Standard</td>
<td>94 – 100</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A-</td>
<td>Meets Standard</td>
<td>90 – 93</td>
<td>3.67</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B+</td>
<td>Partially Meets Standard</td>
<td>87 – 89</td>
<td>3.33</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B</td>
<td>Partially Meets Standard</td>
<td>83 – 86</td>
<td>3.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B-</td>
<td>Partially Meets Standard</td>
<td>80 - 82</td>
<td>2.67</td>
<td>Satisfactory* /Passing</td>
</tr>
<tr>
<td>C</td>
<td>Attempts Standard</td>
<td>60 - 79</td>
<td>2.00</td>
<td>Unsatisfactory /Passing</td>
</tr>
<tr>
<td>F</td>
<td>Does not Meet Standard</td>
<td>0 - 59</td>
<td>0.00</td>
<td>Unsatisfactory /Failing</td>
</tr>
</tbody>
</table>

* Note: GSE students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

**Required Texts:**


**Required Articles:**

The following articles (with the exception of those listing a direct URL) are available from e-reserves. To access them, go to the website of the GMU library http://library.gmu.edu/, pull down the Library Quick Links menu and select e-reserves, then click on “search electronic reserves.” Under “select a course” leave this blank. Under “instructor” select Barbara Acosta. The password is “kids”.


LAB at Brown (2004). The Diversity Kit Part II: Culture.
  - Culture, Identity and Development pp. 3 – 15
  - Culture, Family and Community pp. 57 – 74
  Available electronically from http://www.alliance.brown.edu/pubs/diversity_kit/index.shtml. If you prefer, you may order a print version of the entire Diversity Kit (all 3 parts) from http://www.alliance.brown.edu/db/ea_catalog.php?search_calc=d10368


**Recommended Books:**


**Recommended Web Sites: Culturally-Responsive Teaching**

The Knowledge Loom includes an overview of 9 principles of culturally responsive teaching, along with stories illustrating each principle, research, and related resources. http://knowledgeloom.org/practices3.jsp?location=1&bpinterid=1110&spotlightid=1110

Excellent electronic resource produced by the *Northeast and Islands Educational Laboratory* at Brown University. FYI this is one of ten regional laboratories funded by the US Department of Education's Institute of Education Sciences (formerly the Office of Educational Research and Improvement or OERI). http://www.lab.brown.edu/tdl/tl-strategies/crt-principles.shtml


Teaching for Change advocates building social justice, starting in the classroom. http://www.teachingforchange.org/
Course Requirements:

EDUC 537 will meet face-to-face and will confer on-line (via electronic discussion list) at: http://blackboard.gmu.edu/, and will conduct its field experience at school-based family centers located in the Northern Virginia area.

Students are expected to complete all readings prior to each class, attend all class sessions, participate actively during large and small group discussions and activities, and to log on weekly to http://blackboard.gmu.edu/ for mid-week discussion topics, questions and assignments.

After the second class session, students will form teams of 4 – 5 members. Each team member should sign up on a rotating basis to post at least two in-depth reflections that respond to weekly readings and team discussions.

Students must complete all assignments on time. Points will be taken off assignments that are submitted past deadline, unless special arrangements have been made with the instructor in advance.

Consider Blackboard 5 a FOR CREDIT electronic symposium or study group. Entries should be topical and include information from the texts for discussion points.
EDUC 537 course requirements will be met as follows:

<table>
<thead>
<tr>
<th>Project</th>
<th>Goal</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class and On-line Participation and Readings</td>
<td>Students are expected to actively participate in every session, in class as well as electronically, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Each student will write a critical reflection in response to readings and team discussions on at least two different class topics, and brief, thoughtful responses to other students’ postings on at least 10 topics. TESOL Standards: 1b., 3a, 4a, and 5c.</td>
<td>20 percent</td>
<td>Weekly</td>
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<tr>
<td>Reflective Personal Development Paper</td>
<td>Personal beliefs and principles about teaching in the increasingly diverse and heterogeneous classrooms and schools of the U.S. 5 – 7 pages (+ references) double spaced. TESOL Standards: 2a and 2b.</td>
<td>20 percent</td>
<td>Oct. 11</td>
</tr>
</tbody>
</table>
| Group Project: Bridging the Divide: Culturally Diverse Families in Our Schools | • Students will visit a local school-based Family Center and arrange home visits with families.  
• Each team is required to conduct an interview of a family from a racial, linguistic, and socioeconomic and cultural background other than their own.  
• Teams of 4 – 5 students will then meet to analyze and discuss the interviews as well as the cross-cultural experiences of each of its members, highlighting the lessons learned in a 15 to 23-page group paper, + references.  
• Each team will make a classroom presentation on the students’ learnings about working with culturally and linguistically diverse families.  
• TESOL Standards: 2a and 2b. | 30 percent          | Dec. 5    |
| Final Paper: A Social Justice Approach to Multicultural Education       | • Each student will write a 5 – 7 page (+ references) essay describing their beliefs about a social justice approach to multicultural education and contrasting this approach with others we have studied. TESOL Standards: 2a and 2b. | 30 percent          | Dec. 12  |

NOTE: All assignments are due at the beginning of class on the assigned day unless previous arrangements are made with the professor.

For assignments due at the end of the semester, if you would like the professor to return your paper with feedback, please include a stamped, self-addressed envelope.
<table>
<thead>
<tr>
<th>Day</th>
<th>Theme</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One</strong></td>
<td>Introduction to multicultural education.</td>
<td><strong>Nieto, S. (2002).</strong> “Lessons from students on creating a chance to dream.” In Language, culture and teaching: Critical perspectives for a new century (pp. 119-161). Mahwah, NJ: Lawrence Erlbaum. Available on e-reserves.</td>
<td>Please introduce yourself to the class through GMU's Blackboard 5 electronic discussion forum. Tell us your own story – your background, early experiences. Include some reflections on the ways in which language, literacy, and culture have affected your life and your experiences as a student and teacher. The class will be organized into teams of four to five people. Please subscribe to the following two electronic multicultural list-servs: Tolerance.org online newsletter, a periodic e-mail about tolerance issues, <a href="http://www.tolerance.org/newsletter/index.html">http://www.tolerance.org/newsletter/index.html</a> NAME-MCE Listserv by sending a subscribe command to <a href="mailto:LISTERV@LISTSERV.UMD.EDU">LISTERV@LISTSERV.UMD.EDU</a>. [e.g., subscribe NAME-MCE Jane Doe]</td>
</tr>
<tr>
<td>Mon.</td>
<td>Syllabus overview</td>
<td><strong>Begin Kozol</strong></td>
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<tr>
<td>Aug. 29</td>
<td>Introductions</td>
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<td>Two</td>
<td>History of multicultural education.</td>
<td>Sections 001 and 002 will meet together (Classroom TBA)</td>
<td>Participate in GMU’s Blackboard 5 electronic discussion forum. Take the baseline quiz at <a href="http://www.understandingprejudice.org/">http://www.understandingprejudice.org/</a>. (You will need to register first. Course is EDUC 537. Password is “global”.) Division of the class in several “diverse” groups of four to five students.</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Presentation by Dr. Jorge Osterling.</td>
<td>Sleeter &amp; Grant Ch. 1</td>
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<td>Kozol (all chapters due)</td>
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<td>Theme</td>
<td>Required Readings</td>
<td>Assignments</td>
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<tr>
<td>Four</td>
<td>Human Relations Approach</td>
<td>Sleeter &amp; Grant, Ch. 3&lt;br&gt;Take at least one of the hidden bias tests located at <a href="http://www.tolerance.org/hidden_bias/index.html">http://www.tolerance.org/hidden_bias/index.html</a>&lt;br&gt;Anti-Defamation League. <em>A World of Difference. 101 Ways you can beat prejudice!</em> <a href="http://www.adl.org/prejudice/prejudice_school.html">http://www.adl.org/prejudice/prejudice_school.html</a></td>
<td>Participate in GMU's <em>Blackboard 5</em> electronic discussion forum.&lt;br&gt;Select 1 resource from one of the following sites and prepare a review to present in class:&lt;br&gt;<a href="http://www.understandingprejudice.org/readroom/teachbias.htm">http://www.understandingprejudice.org/readroom/teachbias.htm</a>&lt;br&gt;OR&lt;br&gt;<a href="http://www.southerninstitute.info/teaching_guides/teaching_guides.html">http://www.southerninstitute.info/teaching_guides/teaching_guides.html</a></td>
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<tr>
<td>Day</td>
<td>Theme</td>
<td>Required Readings</td>
<td>Assignments</td>
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<tr>
<td>Day</td>
<td>Theme</td>
<td>Required Readings</td>
<td>Assignments</td>
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</tbody>
</table>
Culture, Family and Community pp. 31 – 74  
Cultural bag: bring artifacts that represent your culture(s)/subculture(s)  
Each group will conduct a webquest about religious diversity. More information on this activity will be provided in class. |
| Ten   | Education that is Multicultural and Social Reconstructionist Social class | Sleeter & Grant, Ch. 6 - 7  
<table>
<thead>
<tr>
<th>Day</th>
<th>Theme</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
Pransky, K., & Bailey, F. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *The Reading Teacher*, 56(4), 370-383.  
Visit the Knowledge Loom at http://knowledgeloom.org/index.jsp and click on culturally responsive teaching. Each team will explore in-depth at least 3 of the principles listed. More information about this activity will be presented in class. |
| Thirteen| Presentations: Bridging the Divide: Culturally Diverse Families in Our Schools | Final Postings to Blackboard: Wrapping Up |
| Fourteen| Presentations: Bridging the Divide: Culturally Diverse Families in Our Schools | Bridging the Divide GROUP REPORTS due.  
Review your original answers to the baseline quiz at http://www.understandingprejudice.org/. How have your answers changed since taking this course? |
| Fifteen| NO CLASS                                 | FINAL PAPER DUE BY EMAIL |
Classroom and Online Participation Guidelines

Foundations of Multicultural Education is based on a pedagogy of transformation and a social constructivist theory of learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online discussions is fundamental.

Ground Rules

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- *Speak from your own experience or from the readings* – avoid interpreting for others.
- *Respectfully challenge others' ideas:* attack the idea – not the person.
- *Diverse views are welcome*
- *Everyone who wishes gets a chance to participate* – encourage and invite each team member to join in and avoid dominating the discussion.

There are three types of participation: 1) Classroom Participation; 2) Blackboard peer responses; and 3) Blackboard in-depth reflections.

1) Classroom Participation

Students are expected to complete all readings prior to class, to attend 100% of the 14 weekly class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogue with their peers and the instructor or guest lecturers. For most issues, there may not be one “correct” answer, but students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, students will be expected to critically examine their pre-existing personal opinions and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

*Attendance:* If for reasons beyond your control you are unable to attend class, you must notify the instructor at the earliest opportunity. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, or family crisis. Students with excused absences should arrange an alternative assignment in lieu of class participation (e.g. an additional 1 – 2 p. reflective response to the week’s readings).

*Tardies:* Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three unexcused late arrivals (more than 5 minutes after class was due to begin) will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the semester.
2) Blackboard Peer Response

Each week as a follow-up to class discussions, students will meet online to continue ongoing dialogue regarding the week’s topics and readings. These discussions are important for exploring meaning and developing your conceptual framework.

Starting on Wednesday evening of each week, students should review the Blackboard discussion for the prior week’s topic. Each student will be required to contribute peer responses to **10 or more topics** throughout the semester. Select one or more reflections posted by your peers, and respond thoughtfully, referring to the readings, your fieldwork experiences, or other relevant life experiences. You may either respond directly to the reflection or initiate a puzzlement of your own based on the reading.

Out of respect for your colleagues’ time, and to prevent massive internet-induced eye strain, please keep your response thoughtful but **brief (no more than 1 – 3 paragraphs)**, and follow the same ground rules as posted above. It is optional if you would like to write more than one response for a topic, but please try to restrict the number of postings to no more than two or three for any particular weekly discussion.

Blackboard participation is **required**. Discussion for each week’s topic will begin on the Wednesday afternoon following class and continue until the day before the following class session. Your postings should be initiated as early in the week as possible so as to provide sufficient time for others to respond. This means that the bulk of discussion should begin **before the end of the weekend preceding the next class session**. Responses posted after the following week’s class discussion will not count toward your participation grade.¹

3) Blackboard In-Depth Reflection

One person from each team will be responsible for posting their critical reflections to Blackboard each week. The individual team member will write a brief summary of their team’s discussion, and an in-depth reflection about the discussion. The reflection will be posted by **Wednesday afternoon subsequent to the class discussions** for that week. Reflections should be **short** (no more than 3 – 5 paragraphs altogether). Each reflection should include:

- A clear subject heading “Reflection on [name of reading or activity]”
- 1 paragraph summarizing what the reading or activity was about
- A brief summary of the team discussion related to the reading.
- Provide your own **grounded** opinion about the issue (not just a “gut” reaction), supported by theory or research and responding to the discussion that occurred in class.
- Suggest 1 - 2 additional questions for peer reflection on this topic. (e.g., How can we achieve a balance between respecting students’ cultures and tolerating inappropriate behavior?)

To help facilitate Blackboard discussion, it is important for reflections to be posted in a timely manner. **Grades for reflections posted after 5 pm on the Wednesday following each week’s class discussion will be deducted 10 % for each day past the deadline.**

¹ Students who experience technical difficulties accessing the internet on a timely basis should contact the instructor early in the semester to make alternative arrangements.
# Course Rubrics
## Classroom and On-Line Participation Rubric
(20% of Grade)

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DOES NOT MEET STANDARD (F)</th>
<th>ATTEMPTS STANDARD (C)</th>
<th>PARTIALLY MEETS STANDARD (B)</th>
<th>MEETS/EXCEEDS STANDARD (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom participation (6 pts.)</td>
<td>Never a willing participant, never able to respond to questions; never volunteers point of view. OR demeanor and language are unprofessional. OR Three or more unexcused absences or four or more unexcused tardies.</td>
<td>Rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view. OR Has difficulty maintaining professional demeanor and language OR one to two unexcused absences or two to three unexcused tardies.</td>
<td>Attends every class session, almost always on time, or makes arrangements with the professor prior to some excused absences or tardies. Usually a willing participant, maintains adequate professional demeanor and language.</td>
<td>Attends every class session on time or makes arrangements with the professor prior to excused absence or tardy. Always a willing participant, maintains high level of professional demeanor and language.</td>
</tr>
<tr>
<td>2. Blackboard in-depth reflections (8 pts.)</td>
<td>Does not post any Blackboard reflections OR fails to post before discussion has ended.</td>
<td>Reflections tend to be superficial and are generally ungrounded opinions OR missing an assigned reflection OR one or more assigned reflection posted after the due date on the week assigned.</td>
<td>Assigned reflections are reflect some thought, are adequately grounded in readings and class discussion, and are posted on time.</td>
<td>All assigned reflections consist of thoughtful, critical analyses, well-grounded in theory and practice, and are posted on time.</td>
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<tr>
<td>3. Blackboard peer responses (6 pts.)</td>
<td>Never posts peer responses to Blackboard or posts only a few superficial responses OR posts after discussion for the week has ended.</td>
<td>Posts responses to Blackboard for ten or fewer out of the 12 weekly topics or consistently begins posting late in the week. Contributions tend to be superficial and do not reflect careful thought.</td>
<td>Posts adequately reflective responses on Blackboard, in response to 11 or more topics, usually posted on time.</td>
<td>Posts consistently thoughtful and reflective responses on Blackboard, starting early in the week, in response to 12 or more topics.</td>
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Reflective Personal Development Paper
Guidelines
EDUC 537
Fall 2005

Objective of Individual Reflective Paper:

This written assignment reflects TESOL’s second domain – Culture. The purpose of this assignment is to provide you with an opportunity to explore “who you are” as it relates to your potential as a future educator in the increasingly diverse and heterogeneous classrooms of the U.S.

It will challenge you to reflect on events and life experiences that have shaped your cultural premises, and will also help you share your reflections in class and in your teams so that cultural diversity among you may be discovered in a natural way.

It will also help you learn, understand and use the major concepts, theories, and research related to the nature and structure of culture to construct learning environments that support culturally and linguistically diverse students’ development and content area achievement.

Overall theme:
Personal beliefs and principles about teaching in the increasingly diverse and heterogeneous classrooms and schools of the U.S.

Project Objective
To critically explore and actively engage your self-identity, cultural assumptions, and life experiences.

Scope

Brainstorm upon your own PK-16 educational background, experiences, and environments from a multicultural and diverse viewpoint. Connect your own experiences with the readings, integrating your learning from the research and theories covered in class.

Write a five to ten page paper [double-space, APA style] recapturing your recollections and emphasizing your experiences with cultural diversity as a student in elementary, secondary, and higher education.

Some suggested questions you may want to ask yourself are:

1) Ethnic background – Who are your ancestors / “people”?

2) Upbringing. The particular city/town in which you were raised. Socioeconomic class? Urban/Rural? Language? Religion? How did these aspects affect your culture?

3) Schooling – Schools you attended. How did the culture of your school affect your teen years?
4) Experience with diversity- What experiences have you had with other ethnicities, religions, socioeconomic classes, environments, languages?

5) What fears, prejudices, and stereotypes were you raised with? How have these influenced your interactions with “others”? How have you changed your attitudes and beliefs with regard to “others” and what influenced the changes?

6) Where is your life/career headed in the future? In what ways would you like to transform yourself to more effectively work with children from CLD families? How will you do this?

**Suggested Format**

A. Introduction

B. Life Experience

- Family background
- Cultural Experiences
  - Childhood
  - Adolescence
  - Adulthood

C. Impact on Teaching

- Personal Impact
- Professional Impact/Educational Strategies
  - How are you planning to apply knowledge to teaching situations in PK-12 schools?
  - Your preferred approach to teaching and how this relates to research and theories from the readings

D. Summary

- What have you learned for this experience/assignment?
- Has your awareness changed?
- What is your current thinking on the issues of culture, diversity, multiculturalism?
- What will you take with you?
# Reflective Personal Development Paper Rubric

(20 % of Grade)

<table>
<thead>
<tr>
<th>POINTS</th>
<th>DOES NOT MEET STANDARD</th>
<th>ATTEMPTS STANDARD</th>
<th>PARTIALLY MEETS STANDARD</th>
<th>MEETS/EXCEEDS STANDARD</th>
</tr>
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<tbody>
<tr>
<td>1. Exploration of family cultural and ethnic background</td>
<td>No evidence of reflection on ethnic or family cultural background</td>
<td>Little evidence of exploring personal ethnic or family cultural background</td>
<td>Adequately explores self identification of ethnic and family cultural background</td>
<td>Actively engages and explores socio-historical implications of ethnic and family cultural background while linking these concepts to self-identification</td>
</tr>
<tr>
<td>2. Synthesis of family cultural and ethnic background into contemporary experience as an educator</td>
<td>Very little or weak attempt to synthesize family cultural and ethnic background with role as educator</td>
<td>Although developed, ideas are not linked or synthesized logically</td>
<td>Adequate synthesis of self-identification with contemporary role as an educator</td>
<td>Actively engages and explores the influence that ethnic or family cultural background plays on the role as an educator</td>
</tr>
<tr>
<td>3. Integration of personal life experiences with readings</td>
<td>No evidence of reflection on personal life experiences. No integration with readings.</td>
<td>Little evidence of reflection on personal life experiences. Few citations from readings.</td>
<td>Adequately explores self-identification as a result of personal life experiences. Integrates experiences with learnings from class readings.</td>
<td>Actively engages and explores how various life experiences and have led to self-identification. Extensive integration with class readings.</td>
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<td>4. Synthesis of life experiences into contemporary experience as an educator</td>
<td>Very little or weak attempt to synthesize life experiences with role as an educator</td>
<td>Although developed, ideas are not linked or synthesized logically</td>
<td>Adequate synthesis of self-identification with contemporary role as an educator, including some ideas for further needed development.</td>
<td>Actively engages and explores the influence that life experience plays on the role as an educator and suggests concrete, specific issues for further transformation.</td>
</tr>
<tr>
<td>5. Presentation and APA Format</td>
<td>Few or no APA formatting requirements are met (e.g., title page, abstract, page numbers, double space). Report is messy and hard to follow. Poor grammar and spelling significantly reduce the readability of the report.</td>
<td>Some APA formatting requirements are followed some of the time. The layout used is clumsy. There may be a significant number of misspelled words or poorly constructed sentences. However, the gist of the report can still be determined despite these technical writing difficulties.</td>
<td>Most of the APA formatting requirements are met fairly consistently. The layout used is easy to read and follow. Grammar and spelling used is basically correct. There are only a few misspelled words or awkward sentences.</td>
<td>All required sections are present and in correct order. Paper is typed; in APA format; and font size and type requirements are met. Layout conventions are used and followed consistently. Report is easy to read and follow. All sentences are grammatically correct. All spelling is correct.</td>
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