EDUC 537 – 002
Foundations of Multicultural Education
Fall 2010

Monday 4:30 p.m. – 7:10 p.m.
CRN 740206

Robinson Hall, B-204

Professors	**Jorge P. Osterling, Ph.D.**
Office Location	**Robinson Hall A, 3rd floor, Room A-323**
Office Hours	**Monday, 2p.m. – 4:00 p.m. and By appointment after class**
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Catalog Course Description

(From 2010-2011 GMU catalog)

- Examines multicultural education through historical, sociological, and philosophical foundations.

- Emphasizes role of ethnicity in development of nation and education system.

- includes overview of multicultural and multilingual curricula, and culturally and linguistically responsive instructional and assessment techniques.

Orientation and Philosophy

The United States is a multicultural, multilingual nation, as are many others. Yet we face the deep societal issue of moving beyond merely being culturally, linguistically and ability diverse, to becoming truly intercultural, where we develop the capacity for

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intergroup understanding, communication, and cooperation. One of the challenges faced by 21st Century schools of education to prepare future teachers for educating America's diverse student population effectively.

EDUC 537 is designed to introduce Graduate School of Education students in the the context of a multi-cultural, multi- ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. Through a critical examination of racism, sexism, classism, heterosexism, xenophobia. and other forms of oppression in the school environment, EDUC 537 will establish an understanding of the theoretical and conceptual ideas that form the basis of teaching in today's increasingly diverse global society. .

Multicultural Education is dedicated to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. The objective of multicultural education, simply stated, is to help our students learn how to live in an ethnically and culturally rich, diverse society. It is **not** a methods course nor is it a "how-to" on multicultural education.

EDUC 537's accomplishes these goals in various ways, such as increasing students' self-awareness, encouraging self-reflection, and introducing teaching content more generally about U.S.'s culturally and linguistically diverse population. It supports a view of education that envisions and encourages a curriculum reflective of the society and the world in which we

A. **Course Prerequisites**:
   a. Admission to Graduate School of Education in CIMM, CISL, or CIFL program, or permission of instructor.
   b. Community-based field experience [i.e., Bridging the divide project].

B. **Required electronic equipment, instructional technology and internet based resources** [Available free of charge through GSE's Office of Technology Support – A-Robinson Hall 310]

   a. GMU e-mail account. Students must obtain and use a GMU e-mail account with access to the internet. GMU makes these accounts available and provides training at no cost.

   b. Access to a PC with a modern Microsoft Operating System, Microsoft software, a modern Internet browser with support for Java and JavaScript, a printer, Internet connectivity, personal email account, anti-virus software with current definitions,

   c. Microsoft PowerPoint and related Internet-based resources.

   d. Mason Alert. http://alert.gmu.edu Please register for the *Mason Alert system* to be informed of emergency situations on campus by cell phone and e-mail.

C. **Commonwealth of Virginia's Mandatory Child Abuse, Recognition and Intervention On-Line Course**

   a. EDUC 537-002 students are required to complete the on-line *Child Abuse Recognition and Intervention* course Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators – that meets Board of Education approved guidelines.

   b. This online course was produced by the Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program.

   c. Verification of training completion will be noted on individual licenses and also sent to school division human resources directors and school division licensure specialists.

D. **Task Stream account** **https://www.taskstream.com/pub/**

a. EDUC 537 students are required to have a TaskStream subscription for this class:.

b. TaskStream is a flexible, customizable and comprehensive electronic portfolio, assessment management and standards-based instruction solution Knowledge and access to the TaskStream electronic management system is essential.

c. In order to access Task Stream and submit work for evaluation, students will need to log-in into the TaskStream program, which corresponds to their program of study. -- Username: [your email account]: jdoe@gmu.edu. Your *temporary* password; [email without @]: jdoegmu.edu

d. For TaskStream help, please contact TaskStream Mentoring Services for help via phone at 1.800.311.5656 or by email at help@taskstream.com.

E. **Major Course Objectives**
Source: Based on Prof. Aschermann's EED 308 syllabus [Missouri Western State University]

There are three interrelated major course objectives for EDUC 537:

1. Knowledge and Awareness
2. Skills
3. Dispositions

	Course Objectives	**Conceptual Framework Components**
Knowledge	Understand why multicultural education is essential to effective teaching.	• Knowledge construction • Professionalism • Cultural diversity • Life-long learning
	Understand key terms and concepts relative to multiculturalism	• Cultural diversity • Knowledge construction
	Identify the goals, rationale, meaning, assumptions, and necessary school conditions for multicultural education.	• Knowledge construction • Cultural diversity • Professionalism
	Understand differences in modes of communication and their	• Societal influences • Cultural diversity

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	effects on teaching and learning in multi-cultural, multi- ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society	• Learning interactions • Knowledge construction.
	Understand how the U.S. legal system has dealt with the education of culturally and linguistically diverse students.	• Societal influences • Knowledge construction
	In a nation of immigrants, understand the background of the five largest "racial/ ethnic" "minority" groups, from a historical perspective.	• Cultural diversity • Knowledge construction.
Skills	Analyze educational materials for racial, ethnic, and sexual bias and relate it to one's teaching strategies.	• Professionalism • Individual variations • Decision making
	Locate resources pertaining to selected ethnic/ racial groups.	• Professionalism • Cultural diversity
	Integrate multicultural goals and objectives into the traditional goal framework of one's discipline strategy.	• Professionalism • Cultural diversity • Knowledge construction
	Design an instructional module that incorporates multicultural content.	• Cultural diversity • Knowledge construction
	Present materials relative to culturally, linguistically and ability diverse groups with empathy and self-confidence	• Learning interactions • Professionalism • Cultural diversity
	Effectively communicate with groups that are culturally, ethnically, and or linguistically different from one's own.	• Learning interactions • Life-long learning • Cultural diversity • Societal influences
	Use a variety of instruments to assess the needs of students	• Professionalism • Authentic learning assessments.
	Recognize individual differences that influence how a child learns.	• Learning interactions • Knowledge construction • Cultural diversity
	Recognize the information sources that are helpful in	• Professionalism • Knowledge construction

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	planning for individualized instruction.	• Decision-making.
Dispositions	Become cognizant of one's own biases and fears, and how they impact others.	• Learning interactions • Individual variations
	Demonstrate awareness of human similarities and differences.	• Knowledge construction • Individual variations
	Demonstrate a willingness to learn about other societies, cultures and subcultures.	• Knowledge construction
	Exemplify empathy and/ or the ability to think in terms of cultures other than one's own culture/ subculture.	• Learning interactions • Individual variations • Life-long learning • Professionalism
	Understand how one's values, priorities, and cultural norms have impacted one's life.	• Societal influences • Knowledge construction
	Understand the importance of brining about social, political, and economic changes to correct injustice.	• Life-long learning • Knowledge construction • Societal influences
	Become aware of how gender-related differences and assumptions influence learning.	• Life-long learning • Knowledge construction

F. **Course Objectives**

At the conclusion of the Fall 2010 academic semester, CEHD graduate students enrolled in EDUC 537 will:

1. Know and understand:
    a. The use concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. [TESOL Standard 2.a. Nature and Role of Culture].

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b. How cultural groups and students' cultural identities affect language learning and school achievement. (TESOL 2b).

c. How to apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for culturally and linguistically diverse students. (TESOL 3a).

2. Demonstrate an understanding of:
   a. The multiple, often competing, goals of public schooling, how these goals have evolved historically, and how they presently impact our democratic society.
   b. The relationship of multicultural education to bilingual education and ESOL.
   c. The historical, philosophical, economic, legal and sociocultural foundations of multicultural education and their ability apply this knowledge to improve teaching and learning. (TESOL 5a).

3. Establish a knowledge base about the dynamics and selected manifestations of social and school-based inequities and forms of oppression such as racism, ethnocentrism, sexism, classism, ableism, linguicism, heterosexism, religious oppression, and others.

4. Be familiar with a wide range of standards-based materials, resources, and technologies, and be able to choose, adapt, and use them effectively with culturally and linguistically diverse students and in content teaching. (TESOL 3c). This will include the use of media such as videos found on Youtube.com or Teachertube.com [http://www.teachertube.com/]/.

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G. **Course Requirements:**

Assignment	Due Date	Grading	Goal
1.- Participation	Weekly	10%	Students are expected to complete all readings and participate actively and thoughtfully in every class session: • NCATE TESOL Standards 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
2.- Reflective Personal Development Paper	September 13, 2010	20 %	Essay detailing personal beliefs and principles about teaching in increasingly diverse and heterogeneous US classrooms and schools (6-7 pages, plus references): • NCATE TESOL Standards: 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
VA Requirement	November 1, 2010	State Requirement	All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators
3.-Bridging the Divide Project: Culturally Diverse Families in Our Schools	November 8, 2010	40 %	Partner or small group paper (15-23 pages, plus references) analyzing an interview of a family from a racial, linguistic, socioeconomic, and cultural background different from their own Group in-class presentation on what was learned from working with culturally and linguistically diverse families: • NCATE TESOL Standards: 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a

4. Final Project: Making Choices for Multicultural Education: Carrying the Message	December 6, 2010	30 %	Conference proposal including PowerPoint with detailed speaker notes and handout with annotated references inspired by Sleeter & Grant (2009). Length will vary (but approximately 8-12 pages, plus references): • NCATE TESOL Standards: 2a and 2b
Detailed information and examples for each assignment are available electronically. Website and login information will be provided in class.			

NOTE: All assignments must be uploaded to Task Stream by midnight on the assigned day unless previous arrangements are made with the Professor. Each student is responsible to maintain a record indicating the date and time submitted and to confirm receipt by me.

The Professor will return your electronic copy via email with feedback and grade.

H. **Graduate Grading**
(Please see: http://catalog.gmu.edu/content.php?catoid=15&navoid=1172)

"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:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing

B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

I. **Nature of course delivery**

EDUC 537 includes multiple instructional strategies. Individual session formats will vary and may include:

- Presentations:
    - o Mini-lectures, assisted by PowerPoint or other visual aids;
    - o Student Presentations, assisted by peer feedback and critique
    - o Discussion groups (please see next section)
- Guest speakers.
    - o Professor will invite guest speakers to come to class to share their experience, research and writing on issues of relevance to the work we are doing. These sessions are scheduled periodically during the semester based on speakers' availability. The reading schedule will be adjusted to accommodate their availability. Therefore, the schedule must be flexible.
- Cooperative learning: Small / large group discussions;
- Films. We view a series of films that develop our understanding of multicultural issues in the USA and overseas. These films will be placed in schedule as needed.

J. **Discussion Session.**

The classroom *Discussion Session* is an integral part of EDUC 537. You are expected to participate actively in class discussions.

Each student will be responsible for leading class discussion on one of the readings (a chapter or article). There will typically be two or three students leading discussions during a given class period, as there is usually more than one reading each week. It is expected that you will not merely summarize the reading, as everyone will have read it. Rather, you should lead the class in a critical discussion and/or activity

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regarding the reading. If you wish, you may provide the class with a guided response, task, or other reading guide the week prior in order to structure your class discussion.

Discussion sessions account for a proportion of your grade.   Discussion sessions serve several roles:

- In some discussion sessions you will cover background material you will need to understand in order to follow the arguments presented in lectures.
- Several discussion sessions provide you with additional material including original research or syntheses to critically evaluate and discuss.
- Discussion sessions provide you with the opportunity to ask questions and review and clarify material covered in class as well as in the Adams, Blumenfeld, et al. textbook. .
- You may be assigned reading and need to present information to your section. Make sure you do the readings and prepare before coming to your Discussion session.

K. **Textbooks:**

a. **Required**

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H., Peters, M., & Zúñiga, X. (2010). *Readings for Diversity and Social Justice* (2nd Ed.). New York: Routledge.

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association (*6th edition) Washington, DC: APA

b. **Additional Readings (Required are in bold;** others are for your information**.)**

Unless otherwise noted, all documents are electronically available through the GMU library system and will be posted on GMU's TaskStream site, http://www.taskstream.com

Other readings will be assigned through the semester as decided by the professor, guest speakers and the class.

Bonilla-Silva, E. (2002). The linguistics of colorblind racism: How to talk nasty about blacks without sounding "racist." *Critical Sociology, 28*(1-2).

Christensen, L. (1990). Teaching Standard English: Whose standard? *The English Journal*, 79(2), 36-4.

Cole, Michael (2010). What's culture got to do with it? Educational Research as a necessarily interdisciplinary enterprise. *Educational Researcher*, *39*(6), 461-470.

Cortes, Carlos. (2004). Knowledge construction and popular culture: The media as multicultural educator. In Banks, J., & Banks, C. (Eds.). *Handbook of Research on Multicultural Education*. San Francisco, CA: Jossey-Bass.

Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In *Other people's children: Cultural conflict in the classroom* (pp. 167-183). New York: The New Press.

Dow, J., & Slakin, B. *Deconstructing the myths of the "First Thanksgiving."* Retrieved August 119, 2009, from http://www.oyate.org/resources/longthanks.html

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-111.

Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal, 46*(3), 816-852.

Gorski, P. (2001) *Understanding the digital divide.* Retrieved August 19, 2010, from http://www.edchange.org/multicultural/net/digdiv.html

Gorski, P. (2008) *Complicity with conservatism.* Retrieved Aug 19, 2010, from

http://edchange.org/publications/Complicity_with_Conservatism.pdf

Gorski, P. (2008) *Critical paradigm shifts for multicultural education.* Retrieved August

19, 2010, from

http://www.edchange.org/multicultural/resources/paradigmshifts.html

Gorski, P. (2010). *Defining multicultural education.* **Retrieved Aug 19, 2010, from**

http://www.edchange.org/multicultural/initial.html

Haynes, Charles (2004). *Religious liberty in public schools.* Electronically available at

the Freedom Forum's Web site, first amendment section. Retrieved August 19,

2010 from:

http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx

Human Rights Campaign. (2009). *Working for lesbian, gay, bisexual and transgendered*

rights. Retrieved August 19, 2010, from http://www.hrc.org/

Jones, R. (1999). *I don't feel safe here anymore.* Retrieved August 19, 2010, from

http://www.nsba.org/IDontFeelSafe

Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL***, 10 (1**

& 2), 11-21. (Reprinted in H. Luria, D. M. Seymour, & T. Smoke (Eds.) (2005),

Language and linguistics in context: *Readings* **and applications for**

teachers (pp. 107-113). Mahwah, NJ: Lawrence Erlbaum Associates.)

Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural

teaching. *Journal of Teacher Education, 48*(2).

McIntosh, P. (2000). *White Privilege: Unpacking The Invisible Knapsack***. Retrieved**

August 19, 2010, from

http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for

teaching: Using a qualitative approach to connect homes and classrooms.

Theory into Practice, 31(2), 132-141. Retrieved August 19, 2010 from**

http://www.sonoma.edu/users/f/filp/ed415/moll.pdf

Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved August 19, 2010, from http://www.mentalhealthamerica.net/index.cfm?objectid=DE292B2D-1372-4D20-C8F3A2E5B306884B

Schniedewind, N. (2005). "There ain't no white people here!" The transforming impact of teachers' racial consciousness on students and schools. *Equity & Excellence in Education, 38* (p. 280-289).

Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).

U.S. Department of Education (2003). *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools.* Retrieved Aug 19, 2010, from http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

Underground undergrads. (2009). *Underground Undergrads.* Retrieved August 19, 2010, from http://undergroundundergrads.com/

US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved August 19, 2010, from http://www.ojp.usdoj.gov/nij/pubs-sum/156216.htm

Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The Sociopolitics of English Teaching.* Towanda, NY: Multilingual Matters.

L. **CEHD Syllabus statement of expectations/ behaviors/ attitudes**

All CEHD students must abide by the following:

1. Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu/teacher/professional-disposition for a listing of these dispositions.

2. Students must follow the guidelines of the University Honor Code. See
   http://academicintegrity.gmu.edu/honorcode/

3. Students must agree to abide by the university policy for Responsible Use of
   Computing. See http://universitypolicy.gmu.edu/1301gen.html

4. Students with disabilities who seek accommodations in a course must be registered
   with the GMU Disability Resource Center (DRC) and inform the instructor, in writing,
   at the beginning of the semester. See http://www.gmu.edu/student/drc or call 703-
   993-2474 to access the DRC.

M. **Special** Attention

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  - Please turn off cell phones and/or pagers in the classroom.
  - Please activate your GMU account. All correspondence will be through your
    account and TaskStream.
  - Inclement Weather/Emergency Policy/ Class cancellations and university
    closings: In case of snow, other severe weather, or security emergencies, call
    (703) 993-1000 or go to http://www.gmu.edu/ for information on class
    cancellations and university closings.
  - Any exception to the established guidelines for attendance, tardiness, and late
    assignments will be made only with pre-approval of the professor.
  - Attendance: Missed Classes

    Due to the collaborative nature of the class sessions, the reflective nature
    of the course assignments, and the interrelated and cumulative sequence
    of activities, students are required to be present at each class. Each
    absence will result in a grade reduction. For example, one absence will
    lower a grade from an "A" to an "A-". The second absence will lower the
    grade from an "A" to a "B+". The third absence will lower the grade from a
    "B+" to a "C". More than three missed classes will result in a failing grade
    for the course.

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- Tardiness: Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth. Class attendance will be documented at each class session.

- Late Assignments:

  If class must be missed, when possible, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

- Collaboration:

  Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

- Discussions:

  In class discussion of required readings contributes to your grade in the course. Featured discussants must be in attendance. Failure to attend class on your assigned discussion session will result in a 10% reduction of your grade in the course.

Tentative Class Schedule
[August 30, 2010 – Dec 21, 2010
Monday, 4:30 p.m. – 7:30 p.m.]

Topics & Assigned <u>Readings</u>
[Subject to change]

Week/ Date	Topics, and Activities
Session One (08/30/2010)	**Introductions** **Syllabus overview.** **Purpose & Framework.** ***Discussion session:*** Suggested questions/ themes/ topics
	- What is multiculturalism? - What springs to mind when you hear the word 'multiculturalism'? - What are the good things about multiculturalism? - What problems does multiculturalism bring to a country such as the USA? - Why are many people afraid of multiculturalism? - Is it possible in today's global society, for a country such as the USA to avoid multiculturalism today? - Is multiculturalism good for world peace and understanding? - Do you think elementary school children in multicultural classes give a lot of thought to multiculturalism? - Would you prefer your country or the USA to be multicultural or of just one culture? - Is multiculturalism something that only White societies think about? - Can multiculturalism result in a country losing its identity? - Is multiculturalism really another form of racism? - In a multicultural society, should newcomers do what they can to assimilate into the culture of their new country? - Is multiculturalism a dirty word? - Do you think multiculturalism can ever be reversed? - Do you think the original culture of a society that has become multicultural like the change?

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(09/06/2010)</p></td></tr>
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<td>Session Two
(09/013/2010)</td>
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<u>***Activities:***</u> *Troilus and Cressida Exercise*

<u>***Readings***</u>*:* Cole: <u>What's culture got to do with it?</u>

<u>***Discussion session***</u>: From Learner to Inquirer: The *Troilus and Cressida* Exercise (see class handout).

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<td>Session Three
(09/20/2010)</td>
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<u>***Theme or Topic***</u>**:** *Introduction To Critical Multicultural Education.*

<u>**Readings**</u> Kubota, R. (2006). Unfinished knowledge
Moll, Amanti, Neff & Gonzalez (1992)
Gorski, (2010)

<u>**Discussion session:**</u>
- What skills, abilities, ideas and practices do students bring from home that you can apply to the classroom?
- What *funds of knowledge* do they already have from their home life?

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<td>Session Four
(09/27/2010)</td>
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<u>***Theme or Topic***</u>**:** Conceptual Frameworks & Racism.

<u>**Readings**</u> **:** Textbook: Sections One (i.e., Conceptual frameworks, pp. 1-58) and begin with Section Two: (i.e., Racism, pp. 59 - 140)

<u>**Discussion session:**</u>

<u>***Due today:***</u> *Reflective Personal Development Paper* [must be uploaded to Task Stream]

Each student is required to write an autobiographical sketch ("your worldview paper") describing the development of his or her identity in each of the following five reference group identities: race, ethnicity, gender, social class, religion.

Drawing from knowledge about yourself, experiences in our multicultural society and academic readings you are to describe your cultural identity development.

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	Paper should include information such as: What are your underpinnings and foundations? How will your cultural self-understanding enable you to be a culturally effective teacher in today's increasingly diverse global society? What are some personal biases and limitations that may hinder you? Describe the cultural competencies that reflect your sense of cultural identity. Because the goal of this assignment is to increase self-understanding, students may complete multiple revisions of this assignment, after receiving feedback from the Professor.
Session Five (10/04/2010)	***Theme or Topic:*** Racism **Readings:** Textbook: Section Two: (i.e., Racism, pp. 59 - 140) **Discussion session:** McIntosh's *While Privilege* paper. What is white privilege Is *White Privilege* a simple or complex issue? Explain. How does *White Privilege* impact me?
	Columbus Day Recess **(Monday classes/ labs meet Tuesday,** **Tuesday classes do not meet this week** (**10/11/2010)**
Session Six (10/12/2010)	***Theme or Topic:*** Classicism **Readings:** Textbook: Section Three: (i.e., Classism 141 – 226) **Discussion session**: Choose and discuss one context, one voices and one next steps
Session Seven (10/18/2010)	***Theme or Topic:*** Religious oppression **Mid-Term evaluation and self-assessment.** **Readings:** Textbook, Section Four (i.e., Religious Oppression, pp. 227 – 313. **Discussion session:** Choose and discuss a few typical instances of

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	oppression within and between religions, and oppression of individuals because of their beliefs or practices.
Session Eight (10/25/2010)	*Theme or Topic:* Sexism, heterosexism, and transgender oppression **Readings:** Textbook, Sections five, six and seven (pp. 315 – 456) **Discussion session**:
**October 28, 2010** **2010 AERA Brown Lecture in Education Research** **Prof. Kenji Hakuta** **"Educating Language Minority Students and Affirming their Equal Rights: Research and Practical Perspectives"** **6:00 p.m. – Ronald Reagan Building,** **Washington, D.C.**
Session Nine (11/01/2010)	*Theme or Topic*: Child abuse, neglect and intervention [Training for Initial Licensure and License Renewal] All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists. School divisions may design their own training or utilize other training opportunities to fulfill this requirement. Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators – This online course was produced by the Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program. Due today: Completion of online course.
Session Ten (11/08/2010)	**Due Today:** Bridging the Divide Project **Presentations:** Groups of EDUC 537-002 students will make their class presentations.

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Session Eleven (11/15/2010)	*Theme or Topic:* Ableism, ageism and adultism **Readings:** Textbook, Sections eight, nine and ten. **Discussion session**: There are a variety of ways of understanding what "oppression" is. There has to be some comparison between different models. Address ableism, ageism and adultism as forms of oppression. Examine stereotypes, violence and institutionalized mistreatment as well as the effects of these forms of oppression.
Session Twelve (11/22/2010)	*Theme or Topic:* Deconstructing the myths of the "First Thanksgiving" **Readings:** Dow and Slakin's paper **Discussion session**: • 'What is it about the story of "The First Thanksgiving" that makes it essential to be taught in virtually every grade from preschool through high school? • What is it about the story that is so seductive? • Why has it become an annual elementary school tradition to hold Thanksgiving pageants, with young children dressing up in paper-bag costumes and feather-duster headdresses and marching around the schoolyard? • Why is it seen as necessary for fake "pilgrims" and fake "Indians" (portrayed by real children, many of whom are Indian) to sit down every year to a fake feast, acting out fake scenarios and reciting fake dialogue about friendship? • And why do teachers all over the country continue (for the most part, unknowingly) to perpetuate this myth year after year after year?'
Thanksgiving Recess November 24-28	
Session Thirteen (11/29/2010)	**Presentations** *Send Self-Assessment of your presentation by email to Instructor within 48 hours of your presentation.*

Session Fourteen (12/06/2010)	Presentations
Session Fifteen (12/13/2010)	**Final Wrap-up: Where do we go from here?** **Final Projects Due** **Presentations** *Course Evaluation Forms. Feedback Forms.* *Materials Release Forms.* *PLEASE UPLOAD IN TASK STREAM YOU FINAL MATERIAL.*

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Class Participation

Guidelines

(10% of Grade)

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, the active participation and engagement of students in class discussions is critical.

Expectations

During all forms of participation, please keep in mind the following expectations (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*
- When respectfully challenging other's ideas, back up your statements with evidence, appropriate experiences, and/or appropriate logic.
- Welcome diverse views
- Everyone who wishes gets a chance to participate—encourage and *invite each group member to join in* and avoid dominating the discussion

Classroom Participation

You are expected to complete all readings prior to class, attend every class session, arrive on time, and actively engage in thoughtful and respectful dialogue with others.

Given that most issues have more than one possible answer, we will develop and use a variety of strategies to seek the best solutions. Knowledge construction and personal transformation are processes. As the session progresses, you will be expected to examine your pre-existing beliefs and opinions critically and to reconstruct your own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If you are unable to attend class, please notify me as soon as possible. Absences due to illness, accident, or family crisis are considered excused at my discretion. Students with excused absences should arrange an alternative assignment in lieu of class participation (e.g. an additional 3-4 page reflective response to the week's readings).

Tardies: Please notify the instructor by email if you anticipate being late to class. If you foresee difficulties in consistently arriving on time (e.g., due to job, family commitments, etc.), please discuss your situation with the instructor early in the session.

EDUC 537 -- Participation and Readings (Fall 2010)

	Little or No Evidence	Beginning: Does not Adequately Meet Expectations	Developing: Meets Expectations Adequately	Accomplished: Strongly Meets Expectations	Score/ Level
ATTENDANCE	Two or more unexcused absences.	One unexcused absence.	Attends every class session, usually on time, or makes arrangements with the instructor prior to an excused absence or tardy.	Attends every class session on time or makes arrangements with the instructor prior to an excused absence or tardy.	
PREPARATION OF READINGS AND PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	* No evidence of reading or preparation for class. * Little to no participation in discussions, activities, or projects.	* Prepared some of the time for thoughtful contribution to class. * Minimal participation in discussions, activities, and projects.	* Prepared most of the time for thoughtful contribution to class * Satisfactory participates in discussion, activities, and projects.	* Always prepared for thoughtful contributions to class discussions. *Takes leadership in engaging peers in participation in discussions, activities, and projects.	
HOMEWORK, PROJECTS, EXEMPLARS	Rarely or never prepared with assignments for class or group work.	Sometimes prepared with assignments for class or group work.	Usually prepared with assignments for class or group work.	Always prepared with assignments for class or group work, and assumes leadership role for group work.	

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RESPECT FOR INSTRUCTOR AND COLLEAGUES	Disrespectful of instructor, classmates and/ or guest speakers.	Cursory respect for instructor, classmates and/ or guest speakers.	Usually demonstrates interest and respect for the opinions of others.	Demonstrates interest and respect for the opinions of others.	

Reflective Personal Development Paper
(20% of Grade)

September 13, 2010

Paper Length: 6-7 double-spaced pages.
Please follow APA guidelines.
NCATE-TESOL's Second Domain - Culture

You will write a narrative essay about your life, describing the experiences that have shaped your views of race, culture, and diversity and how your life experiences, perceptions, education, and family background have led to your current ideas about learning and teaching diverse student populations.

In this paper, you will explore:

- Your identity as a learner
- How this affects your potential as a teacher
- Your identity as a member of a particular cultural/racial/ethnic group

By researching and studying your own family background, it is possible to gain an appreciation about ways in which we share many similarities and differences. As a brief introductory section to this assignment, try to gather as much information as you can about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Then reflect on your own experiences in terms of your cultural reference(s), your family background, your interactions with others unlike yourself, and other factors determined by your upbringing and other circumstances.

Include *SPECIFIC EXAMPLES OF EVENTS AND SITUATIONS* that you feel shaped your views on these areas. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions, and activities. Be prepared to discuss your assignment within a larger class dialogue on Wednesday, September 30, 2009.

Project Objective

1. To provide you with an opportunity to explore *who you are* as it relates to your potential as a future educator in the U.S.'s increasingly diverse and heterogeneous classrooms.
2. To critically explore and actively engage your self-identity, cultural assumptions, and life experiences that shaped your cultural premises.
3. To 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 the development and content area achievement of culturally and linguistically diverse students.

Scope

Brainstorm upon your own PK- 16 educational background, experiences, and environments from a multicultural and diverse viewpoint.

Write a 6-to-7 page paper recapturing your recollections and emphasizing your experiences with cultural diversity as a student in elementary and secondary school and higher education.

Some Suggested Questions You May Want to Ask Yourself

- What messages did I receive growing up about what it meant to be a member of my gender, racial/ethnic, and religious group, and socioeconomic class, etc.? How have these messages—or later life situations that challenged them—informed the way I interact with others, including students, parents, colleagues, either in or out of my group?

- Have I been encouraged (or compelled) to think about issues like privilege, racism, classism, sexism, sexual orientation, homophobia, xenophobia, etc.? If so, how has my teaching and learning been shaped or influenced by those experience? If not, how has the lack of consideration of those issues informed my teaching and learning?

- What are some of the issues and "–isms" with which I still struggle? What are some of my stereotypes or prejudices? How might I confront them?

- What life experiences, or dimensions of my identity, give me a unique insight into multicultural issues?
- What media sources currently influence my worldviews? What news sources do I trust?

Challenges

- Try to think deeply about the parts of *your identity* that put you in a privileged group (whiteness for race, maleness for gender, heterosexuality for sexual orientation, upper middle class for socioeconomic status, etc.) and the inequities associated with those areas. Challenge yourself. Use this as an opportunity to practice and model self-criticism.

Suggested Format

Reflective Personal Development Paper A Self-Assessment from a Multicultural Perspective	
Family History	Family Background
Life Experience	• Cultural experiences • Childhood • Adolescence • College and beyond • Adulthood • Current and past media influences
Impact on Teaching	• Personal impact • Professional impact/educational strategies • How are you planning to apply this knowledge at PK-12 schools?
Final Thoughts	• What have you learned from 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?
References	• APA

EDUC 537 -- Reflective Personal Development (Fall 2010)

	Little or No Evidence	Beginning: Does not Adequately Meet Expectations	Developing: Meets Expectations Adequately	Accomplished: Strongly Meets Expectations	Score / Level
Exploration of family background and worldview.	No evidence of exploring one's family cultural, ethnic, and linguistic background or worldview.	Little evidence of exploring one's family cultural, ethnic, and linguistic background or worldview.	Adequately explores one's family cultural, ethnic, and linguistic background and worldview.	Thoroughly engages and explores socio-historical implications of one's family cultural, ethnic, and linguistic	
Synthesis of cultural background as an educator.	Very little or weak attempt to synthesize cultural background with role as educator.	Although developed, ideas are not coherently linked or logically synthesized.	Adequate synthesis of one's cultural, ethnic, and linguistic background with contemporary role as an educator.	Thoroughly synthesizes and explores the influences that cultural, ethnic, and linguistic background and worldview plays on the role as an educator.	
Exploration of personal life experiences, biases and prejudices.	No evidence of exploring personal life, experiences, biases, and prejudices with role as an educator.	Little evidence of exploring personal life experiences, biases, and prejudices.	Adequately explores one's personal life experiences, biases, and prejudices.	Thoroughly explores how various life experiences, biases, and prejudices have led to self-identification and influence the role of an	
Synthesis of life experiences, biases, prejudices into contemporary experiences as an educator.	Very weak attempt to synthesize life experiences, biases, and prejudices with one's role as an	Although developed, ideas are not coherently linked or logically synthesized logically.	Adequate synthesis of one's self-identification with contemporary role as an educator.	Thoroughly synthesizes and explores how life experiences, biases, and prejudices influence the roles of	

Rev. 8/21/2010

Presentation and APA 6th edition publication format.	Few APA 6th edition formatting requirements are met, report is hard to follow, and poor grammar mechanics, or spelling significantly reduce the readability of the essay.	Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas can still be	Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar, mechanics and spelling used are basically correct, and there are only a few misspelled words or unclear sentences.	All format requirements are met fairly consistently, required sections are in the correct order; the report is easy to read and understand; and all sentences are grammatically correct with only a few spelling or	

Bridging the Divide Project
Culturally Diverse Families in Our Schools
(40 % of Grade)
November 8, 2010

Parental, Family, and Community Involvement
A Scholarship of Engagement

Community-Based Service-Learning Field Experience

Project Guidelines

Group Presentations: November 8, 2010

Objectives of Group Field Project & Presentation Component:

TESOL's Second Domain – Culture

Overall theme: Understanding the perspectives of families regarding their experiences with education and schooling in the United States.

As a *community-based service-learning field experience***,** the ***Bridging the Divide*** project engages EDUC 537 students in a performance-based assessment task. Each student or pair of students will gather data and engage in a constructive dialogue with a first or second-generation immigrant family with children who are English language learners (ELLs). You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the U.S. educational system.
Goals

This project will facilitate:
   a. Meeting with culturally and linguistically diverse parents and/or guardians who have children enrolled in our public schools;

b. Focusing on multicultural education and social justice issues by engaging in dialogue with the families and communities of PK-12 students;

c. Giving you an opportunity to examine a parent's view of authentic parental involvement;

d. Finding and recommending culturally appropriate classroom/school applications.

If possible, conduct these interventions in the family's home. Try to include in the dialogue parents/guardians, other adults living in the home, and children. Doing so may help break through the affective social filter and allow for a better understanding of the family context.

A walk through the neighborhood can also be an enriching experience for you to understand the context of the community better. Spend some time walking around their neighborhood gathering data (e.g., talking to its residents, taking photographs, and making observations). Try to be as keen an observer as possible. Search for cultural artifacts (e.g., signage, storefronts, advertisements, etc.). Ask many questions and make sure to record everything in your journals.

Interview Protocol

Step One

Each EDUC 537 student (or pair or students) will develop an interview protocol. The protocols are organized sets of questions used to guide the interview and keep the interview flowing in a conversational manner. Good interview protocols consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., "Did you go to school?") in favor of questions that encourage longer responses (e.g., *"Tell me about your childhood back home. What was your school like?")* Use prompts to get participants to keep talking (e.g., *"Tell me more about that"* or *"How did that make you feel?")*

Suggested types of information you will need to collect from either direct observation and/or your interview protocol:

a.   Physical characteristics of the home (if interviews are conducted in the home);

b.   Community characteristics;

c.   Demographic/background information;

d.   Educational background of parents; ages and grades of the children;

e.   Immigration experience (How/why they decide to come to the U.S.? What was it like?);

f.   Childrearing practices and philosophy;

g.   Economic/work issues;

h.   Funds of Knowledge (Luis Moll);

i.   Perspectives on education: What is a well-educated child? What are the roles of families and schools in children's education?

j.   Experiences with children's school(s): Types of support they have received;

k.   Misunderstandings, difficulties and challenges and how they have handled them;

l.   What do these families want their children's teachers and administrators to know about them and their children?

Step Two

a.   Take a walk through the neighborhood. How is it similar/different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it "feel" for a family to live here? Search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. As you explore, take photographs and record your observations in your journal.

b.   Interview a family from a racial, linguistic, and socioeconomic background different from your own. If possible, conduct the interview in the family's home. Find out about the cultural, educational, linguistic background of the people you are interviewing. Be sure to identify the participants by w*ho? what? when? where?* and *why.* You may want to tape record the interview (be sure to get signed permission from the family—a sample form will be distributed in class). Take a few pictures if the family feels comfortable.

Step Three

If working with a partner, meet to review and discuss your field notes, photographs, and tape recording. Before listening to your recording for the first time, share your initial impressions of this family. What surprised you? What moved you? How does this family's story change your understanding of multicultural education, diversity, social justice, and family involvement in schools?

Listen to the entire interview together. Note interesting information, stories, or quotes that strike you. Share your thoughts with the rest of the group.

Decide on the next steps. How will you pick out the most salient quotations to transcribe (you do not have to transcribe the entire tape)? Who will transcribe the tape recording? How will you analyze the data? How will you collaborate in analyzing and writing up your findings? If meeting with your partner, decide when and how often will you meet again? Be sure to record group member responsibilities and roles.

Step Four

Groups will coauthor and carefully edit a written report of their project. The last section of the report must include a personal reflection (250 words) written by each group member. Please develop a short PowerPoint to help present your report.

Suggested Format for Final Written Report

Introduction (~½ - 1 p.)

Part I: Findings

When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating to the United States, educating their children, and engaging with the educational system.

Include the following:

1) Setting (~½ - 1 p.)
2) Describe the setting in which the dialogue took place.
3) Describe the neighborhood and reflections about your walk-through.
4) Family Background (~ 2 - 4 pp.)
   (1) Explain why this family was chosen for this study.
      (a)   Provide a brief history of the family.
      (b)   Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
   (2) Social, economic, educational, and personal backgrounds.
   (3) Immigration (first, second generation) experience. Relatives in the area?
   (4) Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

5) The educational experience from the family's perspectives about education.

    (1) Family's experiences enrolling and supporting their children in U. S. schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home."

Part II: Analysis (3 - 5 pp.)

Analyze and interpret your research findings using theory and research from our readings on multicultural education and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, please follow APA (5th edition) format guidelines.

Part III: Conclusions and Recommendations (1 – 2 pp.).

What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and culturally and linguistically diverse (CLD) families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important for future PK-12 teachers to know?

Based on your findings, as well as related theory and research, what recommendations do you have to improve programs for CLD families? Provide specific, concrete examples of things teachers and schools can do to:

    a. Improve the understanding of faculty and staff about CLD families;
    b. Proactively develop stronger school-family partnerships;

    c. Make their schools and classrooms more welcoming places for CLD & non-native English speaking families and connect students' funds of knowledge to instruction.

Part IV: Personal Reflections/Conventions (~1 p. each).

Each group member will write an individual reflection. Explain what you learned through this project. What did this project mean to you? How have your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

References: Please follow APA guidelines.

Appendix:
- Interview protocol
- PowerPoint

Presentation Guidelines

- Both team members should participate in the presentation
- Provide a very short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
- **Presentation Time: 15 - 20 minutes + 10 min. Q & A** It is a group responsibility to practice and time the presentation and Q & A session: Presentations that are more than 5 minutes long or short will have the grade reduced appropriately (please refer to the grading rubric).

EDUC 537 Bridging the Divide (F 2010)

	Little or No Evidence	Beginning: Does not Adequately Meet Expectations	Developing: Meets Expectations Adequately	I Accomplished: Strongly Meets Expectations	Score/ Level
Family Interview ●	Does not conduct or report family interview as	Superficially conducted family interview, but report deviates substantially from guidelines or fails to	Satisfactorily conducted and reported on family interview and neighborhood walk as described in guidelines,	Thoroughly conducted family interview, reported neighborhood walk, integrated critical I reflections into interpretations along with the family interview, as described in guidelines, using	
Understanding of family's..	Little or no meaningful description and understanding	Description was superficial and/or missing important elements. Failed to meaningfully	] Developed an adequate description of the family, Its history, experiences with immigration and education and community context but report was written from an outsider's perspective.	Developed a complete description of the participating family, its history, experience with immigration and education; and	
Critical analysis	No analysis or reflection included; consists primarily of unsupported opinions; lacks	Analysis and reflection does not adequately address the guidelines; lacks a sound theoretical framework, and	Adequate analysis and reflection of .	!Analysis and reflection thoroughly address issues of how culture, language, religion, gender roles, ethnicity and race, as well as history, community and neighborhood influenced the family's perspectives and	
Conclusions and	Conclusion is missing or fails to synthesize the meaning of this experience, while recommendations are either	Conclusion makes only a weak attempt at synthesizing the meaning of this experience, provides somewhat superficial . ..	Conclusion adequately synthesizes the meaning of this experience and provides some useful recommendations for practice, .	Conclusion thoroughly synthesizes the meaning of this experience and provides useful, concrete recommendations for practice grounded in theory and the findings of this study.	
Personal reflections	Personal reflection is missing or fails to address the minimum .	Personal reflections are superficial, show only weak identification with this experience, and demonstrate little critical .. -	Personal reflections adequately explore one's] experience conducting this study; expresses how assumptions and beliefs have changed; and concludes with	] Personal reflection critically] examines your experience conducting this study; how your assumptions and beliefs have changed; and concludes with clear insights about how you will apply this knowledge and understanding in your own practice.	
Written presentation and APA 6th edition format.	Few or no APA 6th edition formatting requirements are met, report is disorderly and difficult to follow, and poor	Although APA 6th edition formatting requirements are only minimally followed and there are a significant number of misspelled words	Most of the APA 6th edition I formatting requirements are met fairly consistently; the layout used is easy to read and follow, grammar mechanics and spelling used is	Report is in correct APA 6th edition format; all required sections are present and in logical order, layout] conventions are used and consistently followed; report is easy to read	

Rev. 8/21/2010

FINAL PROJECT

Making Choices for Multicultural Education:
Carrying the Message

(30% of grade)

December 6, 2010

In lieu of final a final paper, <u>each </u>EDUC 537 student will draft a scholarly conference proposal for an assumed peer-reviewed professional conference (e.g., AERA, NABE, NAME, TESOL), together with speaker notes, detailed handout and PowerPoint slides.

Project Guidelines

Overall theme

Making Choices for Multicultural Education: Carrying the Message

Main Objectives

a. Introduce manifestations of social and school-based inequities and forms of oppression such as racism, ethnocentrism, sexism, classism, ableism, linguicism, heterosexism, religious oppression, and others, as most relevant in your context.

b. Encourage participants in using the conceptual frameworks and theories of multicultural education to explain teaching behaviors and policy-making that either encourages or hinders educational equity and social justice throughout the educational process.

c. Assist participants in relating multicultural education theories and research to their own professional practice.

d. Help participants reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and

policy.

e. Guide participants in understanding of the multiple, often competing, goals of public schooling, how these goals have evolved historically, and how they presently impact our democratic society.

Proposals should address the overall theme —*Making Choices for Multicultural Education: Carrying the Message*—from a variety of vantage points, including:

- Providing examples of compelling new collaborative research and programs that link universities with P-12 teachers
- Linking multicultural education with evidence of student learning
- Examining education policies through an equity lens
- Examining approaches that invigorate student learning and support students in viewing themselves as powerful learners
- Recognizing outstanding programs, strategies and resources
- Synthesizing, analyzing, and critiquing existing research
- Examining the concept of educational leadership for multicultural education
- Developing strategies that can open lines of communication and improve school-family relationships

Guidelines For Preparing A Scholarly Conference Proposal [paper presentation]
Good scholarly proposals:

- Describe clearly and accurately the presentation content and format
- Your proposal should fit the themes of the conference as well as it can (e.g., *Making Choices for Multicultural Education: Carrying the Message*

- Describe who would benefit from attending this session

- Give a clear statement of the outcomes participants may expect of this presentation

- List what materials—slides, handouts, web links—will be provided during the presentation, posted on the conference web site, or submitted to the conference proceedings

- It should be the required length.

- It should be narrowly focused. Remember, you will probably get 20 minutes for your presentation, you might get only 15.

- You need to focus your paper (and thus your proposal) on one or two key issues that illuminate the problems in your larger paper (or in that part of you dissertation). You are providing the audience with a taste of your ideas, not the whole thing.

- It should be catchy. A clichéd approach, but one that works even so, is to begin your proposal with a brief paragraph that that sketches an educational event, or quotes a document, or does something to make the educational problem you are going to examine concrete.
    - Is there a case that you will focus on? If so, can you summarize the key aspect of it?
    - Is there a written opinion that is an important element of your analysis? If so, perhaps there is a key sentence that will introduce what your analysis considers. If you begin with something concrete, and use it to set up the rest of your proposal, you catch the attention of the people reviewing the proposals.

- It should briefly explain what you will prove and why it matters. Once you've set out your catchy paragraph, explain why that interesting story or quote matters. What are you going to show us with your analysis? Why should we care? Why should this presentation matter at this conference (here's where to fit in the tie between your paper and the conference).

Scholarly Paper Proposal "Review" Criteria

The following criteria will be used to evaluate Final Project Scholarly Proposals assignments. Proposals will be evaluated on how well they:

- Promote effective and innovative teaching and learning practices
- Emphasize collaborative approaches
- Provide useful information, skills, or ideas
- Demonstrate active leadership
- Actively engage participants
- Are consistent with the conference theme, *Making Choices for Multicultural Education: Carrying the Message*

Addendum

Speaker Notes (to be turned for evaluation and grading purposes)

- Describe preferred room arrangement and list the materials that you will prepare in advance (e.g., handouts, tools for grouping, etc.);
- Each PowerPoint slide should have a script and should contain additional information on the subject in the event of questions from the audience.
- Include direct quotes from literature used in EDUC 537 along with citations. (e.g., "Geneva Gay, an expert on culturally responsive pedagogy, writes that, "Both the content and processes of education should be changed to reflect cultural diversity" (retrieved on August 20,

2010, from

http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gay.htm

- PowerPoint slide should have notes to explain your use of materials. (e.g., pass out note cards, have participants stand, etc.) including the approximate time (e.g., two minutes, a half hour, etc.)

- Mark/ identify which slides/ sections can be skipped if time runs out.

- Include extra activities or discussion questions and structures if extra time remains.

Handout for participants (not a photocopy of slides) (4-6 pages)

- The handout should include key points from your presentation.

- May include a note-taking section.

- You must include an annotated bibliography of at least <u>10 readings resources, websites, or videos</u> you drew most heavily in the presentation. <u>At least eight must be readings</u>.

o Use APA format

o Include a brief summary of the article, website or video (1-2 sentences)

o Briefly explain why this resource would be of interest or value to participants

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EDUC 537 -- Making Choices for Multicultural Education -- F 10

	Little or No Evidence	Beginning: Does not adequately meet	Developing: Meets expectations adequately	Accomplished: Strongly meets expectations	Score/ meets Level
Philosophical Framework (Answers the question: "Why is this important?")	Framework is not developed or is uninformed by theory and research from readings and discussions.	* Framework is based on an undeveloped theoretical grounding reflecting little evidence of having engaged in readings and discussions with only a few relevant	* Framework is based on an emerging level of understanding, integrates some class readings and discussion, and addresses a number of relevant issues.	. Framework is supported by a well-developed theoretical and research base that reflects a thorough integration of	
Critical analysis (Answers the question: "What is the topic?")	No analysis included; * Consists primarily of unsupported opinion; Lacks support from references, and is superficial or	* Analysis does not [adequately address the 'areas studied; * Lacks a sound theoretical framework; * Possess very weak ;connections to class readings and discussions.	* Emerging level of analysis includes some citations and	* Critically analyzes one or more of the major issues covered in this course;	
Recommended practices (Application of a school/ classroom	*No application to an education context is evident; * Interventions are omitted or not tailored to an educational workplace.	* Minimal application to educational contexts made;	!* Some application to educational practice made; !* Recommended practices 1 are linked to theoretical [framework outlined above]; * Interventions reflect the literature.	* Evidence of clear implication of philosophical framework and theory for 'students, teachers, and school leaders through original, well-grounded ideas.	
Personal connection to material (Your voice)	* Personal connection is missing or fails to address the minimum requirements outlined in project description.	Personal connection is superficial, and shows only weak engagement with this experience; * Demonstrates little critical examination of its meaning or of possible applications to your own practice.	* Personal connection adequately explores your experience conducting this study; * Touches on how your assumptions and beliefs changed; * Concludes with some clear ideas into how you will apply this knowledge and understanding in your own practice.	* Personal connection critically examines your experience preparing this project: how your assumptions and beliefs have changed; * Concludes with clear insights into how you will apply this knowledge and understanding in your own practice.	
Written expression and APA 6th ed, Format. [APA format is for the handout].	* Important sections are missing; * Report is poorly organized and hard to follow; * Poor grammar and spelling	* Although some required sections are missing or poorly organized, misspelled words or poorly constructed sentences make writing hard to	*Most required sections are present and logically organized; * Adequate	All required	

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