GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
FAST TRAIN
EDUC 537/601: FOUNDATIONS OF MULTICULTURAL EDUCATION

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This course will be meeting at Osbourn High School - 9005 Tudor Lane
Manassas, VA 20110-5756. Also, we will be holding few online meetings, using the Blackboard
webpage (courses.gmu.edu).

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, language, and social class and their impact on educational opportunity and equity. This course includes an overview of multicultural / multilingual curricula with a special focus on culturally / linguistically responsive instruction and assessment techniques. Twenty hours of field experience is required.

Nature of Course Delivery

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;
- Class Discussions (active involvement by all students through the consideration and posing of questions that provoke critical thinking and dialogue);
- Cooperative learning (small group structure emphasizing learning from and with others);
- Collaborative learning (heterogeneous groups in an interdisciplinary context); and
- Self-guided learning.

Student Outcomes & Professional Standards

Students completing EDUC 537 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education. *[NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 5.a. ESOL Research and History].*

2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others. *[NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 2.b. Cultural Groups and Identity].*

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 2.b. Cultural Groups and Identity].*

4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning. *[NCATE-TESOL Standard 2.a. Nature and Role of Culture; NCATE-TESOL Standard 2.b. Cultural Groups and Identity].*

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standard 2.b. Cultural Groups and Identity].*

6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. *[NCATE-TESOL Standard 1.b. Language Acquisition].*

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing *[NCATE/TESOL Standard 3.a. Planning for Standards-Based ESL and Content Instruction; NCATE-TESOL Standard 3.c. Using resources effectively in ESL/FL and content instruction].*

8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy. *[NCATE-TESOL Standard 3.c. Using Resources Effectively in ESL and Content Instruction]*

9. Explain and provide examples of anti-bias strategies and practices. *[NCATE/TESOL Standard 3.a. Planning for Standards-Based ESL and Content Instruction; NCATE-TESOL Standard 3.c. Using resources effectively in ESL/FL and content instruction].*

Relationship to Program Goals and Professional Organizations

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 and/ or ESOL endorsement. It is one of the first courses of the master's degree and licensure programs and is required of all program participants. The relationship of *EDUC 537* to GMU–GSE program goals is as follows:

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 demonstrates 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 sustain of democratic learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms.* Students will learn the fundamental concepts pertaining to the 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 inform 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.

The relationship of *EDUC 537* to INTSAC principles is as follows:

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Academic Standards

The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what EFL/ ESL/ FL (WL) teachers need to know and be able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are also aligned with **TESOL/NCATE** *Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education* as well as with **INTASC (Interstate New Teacher Assessment and Support Consortium) Standards**, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Evidence of the

degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

The ESL Standards for P-12 Teacher Education Programs were approved by the National Council for Accreditation of Teacher Education (NCATE) and the TESOL Board of Directors in October, 2002. They serve as a bridge to the general education standards expected of all students in the United States. The can be found in: http://www.tesol.org/assoc/p12standards/index.html or http://www.ncate.org/standard/programstds.htm

COURSE REQUIREMENTS

Students will be expected to complete fieldwork, to collaborate on group projects, and to undertake self-guided learning. Some classes will be held on-line at http://courses.gmu.edu/. We all have a responsibility to share our perspectives and ask difficult questions, not just to demonstrate that we are participating, but also to contribute to our colleagues' learning process.

Assignments

Assignment	Due	Grade	Goal/Description	Standards
1. Class Participation	on-going	25%	All students are expected to answer all questions and participate regularly throughout the week -- either starting a new discussion strand or responding to a classmate's comments. Your discussion should be thorough and reflective.	TESOL Standards: 1B, 3A, 4A, AND 5C.
2. Bridging the Divide Project* (&Presentation)	February 16	25%	Each student will gather data and engage in a dialogue with a family that is of a non-majority culture within the school, country, or context in which he/she works or is undertaking fieldwork. You will learn about their lives, backgrounds, and values with a particular emphasis on their experiences with the school system in which their children are enrolled, and report on your findings in a 10 page paper. This assignment is a Performance Based Assignment for ESOL MA Program Students and should be posted to the ESOL Portfolio site in TASK STREAM. Everyone else should post their assignment to Blackboard as usual. In addition, everyone should post a presentation summarizing your findings for peer review in Blackboard.	TESOL Standards 2A, 2B.
3. Field experience	March 16	25%	Students will engage in a field experience of 20 hours and use class conceptual frameworks to reflect on that experience in a 5-7 page paper. If you are an in-service teacher, you are going to reflect on 20 hours of your teaching in practice.	TESOL Standards 2A, 2B.
4. Equity Issue Paper* (& in class Presentation)	April 20	25%	Participants will identify an equity issue in their own school or fieldwork environment which impacts students from a language, cultural, ethnic, or other minority group. You will compose a paper drawing on class discussions, readings, and other sources to critically examine the issue and to propose strategies to eliminate the inequities that exist, incorporating	TESOL Standards 2A, 2B.

| | | | feedback from peers on potential resolutions. This assignment is a Performance Based Assignment for ESOL MA Program Students and should be posted to the ESOL Portfolio site in TASK STREAM. Everyone else should post their assignment to Blackboard as usual. In addition, everyone should prepare a 20 min. presentation summarizing your findings for peer discussion in class. (presentation sign-up sheet will be available) | |

You can find detailed guidelines and scoring rubrics for each assignment below and in the Course Assignments Section of Blackboard.

* = An ESOL Program Portfolio requirement. See FAST TRAIN ESOL Portfolio guidelines and TASK STREAM instructions. For ESOL Program students, all PBA assignments must be submitted to your TASK STREAM account. Failure to submit your PBA to TASK STREAM will make you ineligible to register for further courses and your grades will be held. ELEM program students should submit this assignment to Blackboard/Assignments.

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:

A+ = 100   **A = 94-99**   **A- = 90-93**   **B+ = 85-89**   **B = 80-84**

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

GSE faculty may add at the conclusion:
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

RHT faculty may add at the conclusion:
For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].

More details:

"Absences"
If you know that you will miss a class, please notify me.   Absence means that you miss interacting with and contributing to group discussions and your participation grade will reflect this.

Late projects
If you need to request an extension of time to turn in a project, please **EMAIL ME BEFORE THE DUE DATE** to talk about it. No more than one late project will be accepted from any one student and any late projects will receive a **10 percent deduction in the grade per week of lateness.** No credit will be given for belated class participation.   **All supporting documentation and submission to TASKSTREAM** (when required, for ESOL program students) is due at the same time of the assignment; late submission of any element of the assignment will result in a grade reduction. **Projects must be submitted through the Blackboard/Assignments or TASKSTREAM portal no later than 11:59pm on the due date.**

Plagiarism
Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code.

Double dipping
Projects or papers submitted for credit in one course cannot also be used for a grade in a different course, even if you revise them. It's unethical.

Grade Incompletes (IN):
If you need to request an Incomplete grade, you will need to show serious cause for this decision. Only

students in good standing are eligible for an Incomplete, and each request will be individually reviewed.

COURSE TEXTS

Required

Textbook -Weekly Assignments Listed in Course Schedule
Banks, J.A., Banks, C.A. (2007). *Multicultural Education: Issues and Perspectives (6th ed.)*. Hoboken, NJ: Wiley.

Articles

Dover, A. (2009). Teaching for Social Justice and K-12 Student Outcomes: A Conceptual Framework and Research Review. *Equity & Excellence in Education*, 42(4), 506-524. doi:10.1080/10665680903196339

Pransky, K., Bailey, F. (2002). To meet your students where they are, first you have to find them: Working with culturally diverse at-risk students. *The Reading Teacher, 56*(4), 370-383.

Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. . In Todd, C.M. (Ed.), *School-age connections*, *2*(6), pp.1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from http://www.nncc.org/Diversity/sac26_anti-bias.analyz.html

Zirkel, S. (2002). Is there a place for me? Role models and academic identity among white students and students of color. *Teachers College Record 104* (2), 357-376.

Journals and Websites

Culturally Responsive Pedagogy Resources on School Redesign.net
http://www.schoolredesign.net/srn/server.php?idx=886

Debra Pope-Johnson—Cultural Education Resources
http://www.education.gsw.edu/johnson/MulticulturalEducation.htm

Diversity and Culture, National Network for Child Care (NNCC).
http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=5&category_name=Diversity+and+Culture&search=NNCC&search_type=browse

Electronic Magazine of Multicultural Education http://www.eastern.edu/publications/emme/

Excellent electronic resource produced by the *Northeast and Islands Educational Laboratory* at Brown University. http://www.lab.brown.edu/tdl/tl-strategies/crt-principles.shtml

Multicultural Perspectives. Journal of the National Association of Multicultural Education.
http://www.leaonline.com/loi/ or http://www.nameorg.org/resources.html.

Rosado, C. (1996). What Makes a School Multicultural? Retrieved from
http://www.edchange.org/multicultural/papers/caleb/multicultural.html