

EDUC 537-001 – Fall 2011

J.P. Osterling



**Division of Applied Learning Sciences
Multilingual/ Multicultural Education Program**

**EDUC 537-001
FOUNDATIONS OF MULTICULTURAL EDUCATION
CRN 73150**

**Tuesday, 4:30 p.m. – 7:10 p.m.
West 1007**

**Fall 2011
August 29, 2011 – December 10,
2011**

**Professor
Office phone
Office location
Office hours**

**Jorge P. Osterling
703-993-81236
A-323 Robinson Hall, Fairfax
Tuesday, 1:30 p.m. – 4:00 p.m.
or by appointment**

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Blackboard 9.1 web-based course management <https://mymasonportal.gmu.edu>

COURSE DESCRIPTION:

A. Prerequisites

Admission to Graduate School of Education in CISL, CIFL, or CIMM program.

B. Course description from the 2011- 2012 University 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.

Notes: Requires community-based field experience.

IMPORTANT NOTICES

- EDUC 537-001 uses the new Blackboard 9.1 system class where the syllabus, rubrics, presentations, and other material and updates will be placed. <https://mymasonportal.gmu.edu>. Candidates are advised to participate in one of the Blackboard 9.1 training workshops offered by the university this summer. <http://ittraining.gmu.edu/workshops.cfm?function=calendar>
- Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "candidate" to refer to EDUC 537 graduate students who are preparing to become teachers, and "student" to refer to those enrolled in P-K 12 classes.
- **GMU EMAIL ACCOUNTS**
Candidates must use their Mason email accounts—either the existing "MEMO" system or a new "MASONLIVE" account to receive important University information, including messages related to this course. See <http://masonlive.gmu.edu> for more information.
- EDUC 537 uses the perspectives from the theoretical frameworks of Critical Multicultural Education and Critical Race Theory. Both theories incorporate a form of social justice and multiculturalism by examining issues of race, class, or gender. These frameworks give ways to connect to students' lives, utilize appropriate methods to encourage cultural acceptance through a critical lens, and prompt candidates to ask questions that will help them analyze their own inequities and assist them in becoming empowered through their explorations.
- EDUC 537 explores and discusses the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race, have on student learning. Based on course content and new knowledge, candidates develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society.
- *EDUC 537* is not a methods course, nor is it a "how-to" on multicultural education. As such, the focus is not primarily on developing skills, however, in developing awareness and knowledge we will have moved in the direction of developing the competencies we need to work with diverse populations in changing societies.

WHAT IS MULTICULTURAL EDUCATION?

Multicultural education is a process of comprehensive school reform and basic education for all students that:

- Challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect;
- Permeates the schools' curriculum and instructional strategies, as well as the interactions among teachers, students, and families, and the very way that schools conceptualize the nature of teaching and learning;
- Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (*praxis*) as the basis for social change, multicultural education promotes democratic principles of social justice. (Sonia Nieto, 2004, p.346)

COURSE DELIVERY:

EDUC 537 is highly interactive by design and follows '*learning by doing*' and '*discovery learning*' approaches promoted by John Dewey (1859-1952), one of the fathers of modern education. There are no 'examinations' in this course. Course assessment is based on performance-based assignments. In order to meet the needs and learning styles of all candidates, course delivery is accomplished through variety of in-class, on-line, and individualized instructional strategies.

EDUC 537-001 will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates are expected to post emergent thoughts and responded regularly on the class *Blackboard 9.1™* site <https://mymasonportal.gmu.edu>

LEARNER OUTCOMES:

EDUC 537 is designed to enable candidates to:

1. Understand, analyze and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups and their applicability to the education of all students, regardless of their personal characteristics, socioeconomic, cultural, and linguistic backgrounds, or physical challenges;

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2. Demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. and the role that culture and subcultures play in the teaching and learning processes of culturally, linguistically and ability diverse students;
3. Learn, discuss and understand second language acquisition issues from the perspective of culturally and linguistically diverse families;
4. Meet and engage in a constructive dialogue with non-native English speaking families or households, with children who are second language learners;
5. Identify and understand educational inequities and inequalities and learn the ways how they affect learning (e.g. socioeconomic, gender, race, ethnicity, nationality, sexual orientation, and religion);
6. Reflect on their community-based field experiences (home/ family visits) both orally during the *Foundations of Multicultural Education* course and in the last section of their final written report.
7. Open lines of communication among candidates (i.e., class members to share information and misinformation on a wide range of social, cultural, linguistic problems; and to overcome the barriers of myths and stereotypes;

The following 'Technology Outcomes' are infused into the learning opportunities throughout EDUC 537. Students are expected to demonstrate the following skills:

1. Ability to use email, course website tools (i.e., Blackboard 9.1) including online discussion and chat;
2. Ability to use word processor to produce quality written documents;
3. Ability to create Power Point documents and produce a quality presentations

COURSE OBJECTIVES

1. To develop awareness of multicultural issues of importance in education (and other disciplines and fields) by:
 - a. Examining, from different theoretical and ideological perspectives, the nature of pluralism and intergroup relations in U.S. society in order to elucidate the basic causes and complex dynamics of racism, classism, sexism, ageism and other forms of discrimination and intergroup conflict, and involve issues of oppression, bias, and privilege.
 - b. Increasing our knowledge of critical multicultural education;

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2. To develop awareness of how each of us is embedded in a personal, social, cultural, historical context that has bearing on our beliefs about others and on our actions.
3. To develop the knowledge, skills and dispositions that will enable each candidate to meet the educational and linguistic needs of all her/ his students, including those who come from cultural, linguistically, and ability diverse backgrounds.
4. To increase knowledge of the ways culturally, linguistically and ability diverse populations of students/parents experience the world, inside and outside the classroom, the school and the community.
5. To develop our ability to actively empathize and our understanding as world citizens.
6. To develop a sound philosophical, theoretical, and personal rationale for critical multicultural education.

PROFESSIONAL STANDARDS:

EDUC 537 follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the Accreditation of Schools, Colleges, and Departments of Education:

- a) Teachers of English for Speakers of Other Languages (TESOL), NCATE-TESOL, Domain 2. Culture and Domain 5, Professionalism. :

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Revised TESOL/NCATE Standards for the Recognition of Initial TESOL, Programs in P-12 ESL Teacher Education (December 2009)

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

- b) American Council on the Teaching of Foreign Languages (ACTFL), NCATE-ACTFLN, STANDARD 2A: Demonstrating Cultural Understandings:

Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. <http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384>

REQUIRED TEXT & COMPANION WEBSITE

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.

- Companion website: <http://cw.routledge.com/textbooks/readingsfordiversity/>

RECOMMENDED TEXT:

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

RELATED RESOURCES

Unless otherwise noted, all documents are electronically available through the GMU library system and will be posted on EDUC 537 *Blackboard 9.1* site.

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 May 11, 2011, from <http://www.oyate.org/resources/longthanks.html>

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

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- 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 May 11, 2011, from <http://www.edchange.org/multicultural/net/digdiv.html>
- Gorski, P. (2008) Complicity with conservatism. Retrieved May 11, 2011, from http://edchange.org/publications/Complicity_with_Conservatism.pdf
- Gorski, P. (2008) Critical paradigm shifts for multicultural education. Retrieved May 11, 2011, 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 May 11, 2011 from: http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx
- Human Rights Campaign. (2009). Working for lesbian, gay, bisexual and transgendered rights. Retrieved May 11, 2011, from <http://www.hrc.org/>
- Jones, R. (1999). I don't feel safe here anymore. Retrieved May 11, 2011, 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 May 11, 2011, from www.iub.edu/~tchsotl/part2/McIntosh%20White%20Privilege.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 May 11, 2011 from <http://www.sonoma.edu/users/f/filp/ed415/moll.pdf>

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- Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved May 11, 2011, 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 May 11, 2011, from <http://undergroundundergrads.com/>
- US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved May 11, 2011, 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.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Candidates should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance.

If a candidate believes that s/he will have difficulty meeting EDUC 537 requirements in a timely manner, please inform the instructor as soon as possible.

Candidates are expected to:

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
- Purchase and maintain a three-ring binder, which will be used for all course material and kept after end of the semester to store Portfolio materials.
- Actively participate all Blackboard 9.1 sessions, to participate actively on the Blackboard 9.1 discussion board, and take part in all on-line activities.
- Use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet [GMU has computer labs available for instructional, training and drop-in use including one in GSE].

Candidates must use their MASONLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu>

Candidates are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

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EDUC 537-001 Requirements

Assignment	Due Date	Grading	Goal
1.- Participation & In-class presentations	Weekly	20%	<p>Candidates are expected to complete all readings and participate actively and thoughtfully in every class session: Includes weekly class presentations.</p> <p>In class activity: Every class, a group of candidates (not larger than three) will present, analyze, and lead a +/- 30 minute class discussion of the required weekly readings Presentations should include visual (transparency) media as well as handouts for candidates.</p> <ul style="list-style-type: none"> • NCATE TESOL Standards 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
<p>Session Two: Each candidate discusses with the Professor her or his theme/ topic for both:</p> <ul style="list-style-type: none"> • <i>Bridging the Cultural Divide</i> project • Final project 			
2.- Autobiographical Paper [Reflective Personal Development] The paper should be approximately 1,500 to 2,000 words in length – roughly 6 pages or more, a cover page and a works cited page.	Session 4, September 20, 2011	20 %	<p><i>Autobiographical paper.</i> Each candidate will write a reflective autobiographical paper where s/he examines their cultural roots, highlights their cultural identity, and explores their dimensions of race, ethnicity, language, religion, gender and other aspects of their identity and socialization.</p> <p>Some personal issues and/or question to explore are:</p> <ul style="list-style-type: none"> • <i>How have I come to be who I am?</i> [Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors] • <i>How have my experiences of diversity influenced my identity?</i> • To what extent have I experienced privileges of the dominant culture or marginalization based on some aspect of my identity? • How have my cultural identity and experiences with differences such as race,

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			<p>culture, class, gender and sexual orientation influenced my teaching?</p> <ul style="list-style-type: none"> • NCATE TESOL Standards: 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
<p>VA Requirement</p> <p>(Candidates keeps her/ his certificate, to be included in final portfolio)</p>	<p>Session 9, November 1, 2011</p>	<p>State Requirement</p>	<p>All individuals seeking initial licensure – as well as license renewal – are required to complete <i>a child abuse recognition and intervention course</i> that meets Board of Education approved guidelines.</p> <p><u>Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</u></p>
<p>3.-Bridging the Cultural Divide Project: Culturally Diverse Families in Our Schools</p> <p>The paper should be approximately 8,000 to 10,000 words in length – roughly 20 pages or more, a cover page and a works cited page.</p>	<p>Session 10, November 08, 2011</p>	<p>30 %</p>	<p>This is an NCATE assessment of candidates'</p> <ul style="list-style-type: none"> • Knowledge, understanding and ability to 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 ESOL/ Foreign Language students' cultural identities, language and literacy development, and content-area achievement; • Knowledge, understanding and ability to use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. <p>One of two candidates will visit and interview a family from a racial, linguistic, socioeconomic, and cultural background different from their own. During the final weeks, candidates will present to the class a critical analysis of the qualitative interview and home/ family visits.</p> <ul style="list-style-type: none"> • NCATE TESOL Standards: 2a, 2b, • ACTFL NCATE Standards: 3a, 4a, 6a
<p>4. Final Project: Making Choices for Multicultural Education: Carrying the Message</p>	<p>EXAM WEEK Sessions 13 & 14 November 29 & December</p>	<p>30 %</p>	<p>Professional conference proposal (e.g., NAME, TESOL, ACTFL) PowerPoint with detailed speaker notes and handout with annotated references inspired by Sleeter & Grant (2009).</p> <p>NCATE TESOL Standards: 2a and 2b</p>

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Detailed information and examples for each assignment are available electronically. Website and login information will be provided in class.			

Additional Information

A. Performance-based assessments

All GMU-CEHD licensure courses have a required *Performance Based Assessment* (PBA). In EDUC 537, all assignments must be posted to *Blackboard 9.1*, where it will be reviewed and graded.

B. Criteria for Evaluation

Criteria for evaluation includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

All assignments must be completed in MSWord, should reflect APA style (6th edition) and be e-mailed as an attachment to the instructor prior to class. Late assignments will not be accepted without making prior arrangements with me.

C. Graduate Grading Scale

<http://catalog.gmu.edu/content.php?catoid=17&navoid=1277&hl=graduate&returnto=search>

At George Mason University, course work is assessed 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	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts	70 – 79.49	2.00	Unsatisfactory

	Standard			/Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

Note: GSE candidates 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. Candidates' performance will be evaluated using letter grades.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development holds the following five core values:



- **Collaboration**
- **Ethical Leadership**
- **Innovation**
- **Research-based practice**
- **Social justice**

STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. <http://academicintegrity.gmu.edu/honorcode/>).

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Professional Behavior and Dispositions.

See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Responsible use of Computing

<http://universitypolicy.gmu.edu/1301gen.html>

GMU STUDENT RESOURCES ON CAMPUS

Office Of Disability Services

Candidates with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

If you are a candidate with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

Writing Center:

A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

University Libraries

“Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services (CAPS)

(703) 993-2380; <http://caps.gmu.edu>

University Policies

The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidate, faculty, and staff conduct in university academic affairs. . Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Tentative Course Schedule for EDUC 537 - 001 Fall 2011

Tuesdays 4:30 – 7:10 p.m.
(Fourteen sessions, 2hrs 40 minutes' each)

Week/ Date	Topics, and Activities
Session One (08/30/2011)	Introductions Syllabus overview. Purpose & Framework. Discussion: Comparing and contrasting our preconceptions about <i>culture</i> and <i>multicultural education</i>.
Session Two (09/06/2011))	Theme or Topic: Why multicultural education is critical for all students in U.S. society. <u>Readings:</u> Cole: What's culture got to do with it? Moll: Mobilizing Culture, Language, and Educational Practices <u>Discussion session:</u> From the Moll and Cole's articles. Time for questions about syllabus and requirements

- 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?

<p>Session Three (09/13/2011)</p>	<p><u>Theme or Topic:</u> <i>Introduction To Critical Multicultural Education.</i></p> <p><u>Readings</u> Kubota, R. (2006). Unfinished knowledge Moll, Amanti, Neff & Gonzalez (1992), Funds of knowledge</p> <p><u>Discussion session:</u></p> <ul style="list-style-type: none">• What skills, abilities, ideas and practices do students bring from home that you can apply to the classroom?• What <i>funds of knowledge</i> do they already have from their home life?
<p>Session Four (09/20/2011))</p>	<p><u>Theme or Topic:</u></p> <p>Section One: Conceptual Frameworks & Racism.</p> <p><u>Readings</u> : Textbook: Sections One (i.e., Conceptual frameworks, pp. 1-58)</p> <p><u>Discussion session:</u></p> <p><u>Due today: Reflective Personal Development Paper</u> [must be uploaded to Blackboard 9.].]</p> <p>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.</p> <p>Most multicultural/ intercultural educators contend that an in-depth, personal understanding of our own culture is the foundation of our ability to work effectively with culturally, linguistically and ability diverse groups.</p> <p>Drawing from knowledge about yourself, experiences in today’s global society and in your academic readings please describe and critically analyze your personal cultural identity development.</p> <p>Paper should include information such as:</p>

	<p>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?</p> <p>Describe the cultural competencies that reflect your sense of cultural identity.</p> <p>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.</p>
<p>Session Five (09/27/2011))</p>	<p><u>Theme or Topic:</u> Section Two: Racism</p> <p><u>Readings:</u> Textbook: Section Two: (i.e., Racism, pp. 59 - 140)</p> <p><u>Discussion session:</u> McIntosh’s <i>White Privilege</i> paper.</p> <ul style="list-style-type: none"> • What is white privilege • Is <i>White Privilege</i> a simple or complex issue? Explain. • How does <i>White Privilege</i> influence me?
<p>Session Six (10/04/2011)</p>	<p><u>Theme or Topic:</u> Section three: Classicism</p> <p><u>Readings:</u> Textbook: Section Three: (i.e., Classism 141 – 226)</p> <p><u>Discussion session:</u></p> <p>Choose and discuss one context, one voices and one next steps</p>
<p><u>Columbus Day Recess</u> Tuesday Classes do not meet this week</p>	
<p>Session Seven (10/18/2011)</p>	<p><u>Theme or Topic:</u> Section Four: Religious oppression</p>

	<p>Mid-Term evaluation and self-assessment.</p> <p><u>Readings:</u> Textbook, Section Four (i.e., Religious Oppression, pp. 227 – 313).</p> <p><u>Discussion session:</u> Choose and discuss a few typical instances of oppression within and between religions, and oppression of individuals because of their beliefs or practices.</p>
<p>Session Eight (10/25/2011)</p>	<p><u>Theme or Topic:</u> Sections Five, Six and Seven: Sexism, heterosexism, and transgender oppression</p> <p><u>Readings:</u> Textbook, Sections five, six and seven (pp. 315 – 456)</p> <p><u>Discussion session:</u></p>
<p>Session Nine (11/01/2011)</p>	<p><u>Theme or Topic:</u> Child abuse, neglect and intervention [Training for Initial Licensure and License Renewal]</p> <p>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 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.</p> <p><u>Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</u> – 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.</p> <p>Due today: Completion of online course [candidate keeps certificate].</p>
<p>Session Ten (11/08/2011)</p>	<p><u>Due Today:</u> Bridging the Cultural Divide Project</p> <p>Presentations: Groups of EDUC 537-002 students will make their class presentations.</p>

	Time	Group Presentencing
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	
	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
<p>Session Eleven (11/15/2011)</p>	<p><u>Theme or Topic:</u> Sections Eight, Nine and Ten : Ableism, ageism and adultism</p> <p><u>Readings:</u> Textbook, Sections eight, nine and ten.</p> <p><u>Discussion session:</u> There are a variety of ways to understand what "oppression" is. There has to be some comparison between different models.</p> <p>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.</p>	
<p>Session Twelve (11/22/2011)</p>	<p><u>Theme or Topic:</u> Section Ten: Working for social justice: visions and strategies for change</p> <p><u>Readings:</u> Textbook, Sections ten (pp. 587 – 640)</p> <ul style="list-style-type: none"> • “How to Teach Controversial Content and Not Get Fired” by <i>Kelley Dawson Salas at</i> 	

<http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>

- *"What does it mean to teach for social justice?" by Pat Russo. (Handout)*

Things to think about when reading these two articles and preparing for class discussion:

- How do the two author's definitions of social justice compare and contrast? Using both interpretations as well as your own, how would you define social justice?
- Why do you think that teaching with a social justice perspective is so controversial in the K-12 community?
- Do you think a social justice perspective fits your teaching "stance?" Why or why not?

If you plan to teach with a social justice perspective during your internship:

- What problems do you think might arise?
- What ideas did you find in these articles about how you might overcome such problems?
- Which of Russo's cycles do you think would be the easiest **and** most difficult for you to integrate into your historical content – race, class, gender, disability, and sexuality?

- *"The Big One" by Bill Bigelow - read the article (http://www.rethinkingschools.org/archive/23_04/big234.shtml) and review the curriculum materials (<http://www.rethinkingschools.org/climate/>).*

Things to be thinking about when reading the article and reviewing the curriculum materials:

- *What are the strengths and weaknesses of this approach to teaching for social justice?*
- *How and why is the content of this unit controversial?*
- *What types of teaching **methods** used in this unit would you be most likely to use? How and why?*
- *How might you adapt and integrate some or all of the **content** in this teaching unit into the courses you will be teaching in the future.*

Thanksgiving Recess (Nov 23-27)		
Session Thirteen (11/29/2011)	Individual Presentations of Final Project: Fifteen minutes per candidate	
	Time	Presenter
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	
	Break	
	6:20 – 6:35	
	Break	
6:40 – 6:55		
Session Fourteen (12/06/2011)	Individual Presentations of Final Project: Fifteen minutes per candidate	
	Time	Presenter
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	

	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
Course Evaluation Forms. Feedback Forms. Materials Release Forms. PLEASE UPLOAD IN Blackboard 9.1 YOU FINAL MATERIAL		

Guidelines EDUC 537-001

Assignments and Requirements

Please see posted rubrics in EDUC 537-001
***Blackboard 9.1* site.**

Participation Classroom, Online-Participation & Presentations

**20% of Final Grade
(August 29, 2011 – December 10, 2011)**

Discussion Questions over the Main Readings:

Each session there will be three main readings for the class. Your assignment is to do all the assigned readings and come to class prepared to discuss them. You are required to come to each class with a written-out discussion question ---a query, puzzle, or issue about the readings you'd like to have discussed in class. At the beginning of each session, I will ask you to turn in to me those written questions (with your name attached) for use during the class discussion.

Your active contributions to the discussions, questions, and comments in class will account for one-fifth of your grade and academic credit. Please arrive on time. Late arrivals and/or absence from class are considered lapses in participation. Please see posted rubric in *Blackboard 9.1* site.

In-Class Presentations:

During the first session, I plan to form the candidates into subgroups of two or three candidates who will work together in advance to prepare class presentations. The in-class presentation will consist of the candidates within such subgroups briefly presenting (20 minutes) the gist and main points of the required readings for that session, and then leading a discussion (additional twenty minutes) of the articles.

Each subgroup should meet with me privately the preceding class to plan their presentations for the coming week. You and your subgroup will be asked to do one of these presentations throughout the summer semester, and volunteers will be sought for specific topics. Your group's assignment is to present the readings clearly and creatively

and explain their main ideas. (Please see attached rubrics). Please see posted rubric in Blackboard 9.1 site.

Schedule for In-Class Presentations <i>(Readings for Diversity and Social Justice)</i>		
Session	Theme or Topic (Readings	Two or Three Candidates
Session Three (09/13/2011)	Kubota's Unfinished knowledge & Moll et al. Funds of Knowledge.	
Session Four (09/20/2011)	Section One: Conceptual Framework	
Session Five (09/27/2011)	Section Two Racism	
Session Six (06/23/2011)	Section Three Classicism	
Session Seven (10/18/2011)	Section Four Religious Oppression	
Session Eight (10/25/2011)	Sections 5, 6,7 Sexism, heterosexism,	
Section Nine (11/01/2011)	Child abuse, neglect and intervention	[Discussion – Hypothetical cases, scenes]
Session Ten (11/08/2011)	Special Theme: Bridging the Cultural Divide Presentations	[Special Bridge. Cultural Divide Presentations]]
Session Eleven (11/15/2011)	Sections Eight and Nine Ableism, ageism, adultism)	
Session Twelve	Section ten:	

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(11/22/2011)	Social Justice	
Session Thirteen (11/29/2011)	Final Presentations	
Session Fourteen (12/06/2011)	Final Presentations	

Cultural Autobiography

20% of Final Grade

Session Four – November 20, 2011

What is my Culture? What cultures do I belong to?

The paper should be approximately 1,500 to 2,000 words in length, roughly 6 pages or more, a cover page and a works cited page. Please see posted rubric in Blackboard 9.1 site.

The purpose of this multicultural autobiographical assignment is to increase of your cultural identity as a step in better understanding students who come from a wide variety of backgrounds. As you look at your life and begin to articulate your beliefs about education, consider your experiences through a cultural - historical lens. In this autobiographical narrative, you will explore your own personal history, including the formation of your identity, beliefs and perspectives on education. In doing so, you may consider identifying some key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. This exercise challenges each candidate to critically unravel her or his cultural assumptions by reflecting on the events and life experiences that have shaped their cultural premises. Focus your narrative on the aspects of your experience including individual, interpersonal, and cultural influences, which lead to your current interest in teaching culturally, linguistically and ability diverse students.

One candidate, for example, began her autobiographical essay commenting that:

“There are a tremendous number of factors that have made me who I am. My family, friends, religion, and experiences have all had a hand in helping me form my ideas and opinions on everything in life. I know that my experience thus far in life have been unlike that of anyone else.

Bridging the Cultural Divide Project **(30 % of Grade)**

Session Ten **(November 8, 2011)**

MME'S NCATE TESOL Assessment 2 **Assessment of Content Knowledge**

Bridging the Cultural Divide Project **Assessment # 2 & # 5**

Project Guidelines

Description of NCATE-TESOL Assessment (*Bridging the Cultural Divide Project*) and Its Use in GSE's MME Program

This assessment addresses TESOL Domain 2, Culture; Standard 2, Culture as it affects English language learning and Domain 5, Professionalism, Standard 5.b., Professional Development, Partnerships and Advocacy. This semester-long case-study project is required in EDUC 537, Foundations of Multicultural Education.

The overall goals of this assessment are for candidates:

- To demonstrate their knowledge, understanding, and use of major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs;
- To explain how they take advantage of professional growth opportunities;
- To demonstrate their ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Therefore, the assessment addresses the extent to which candidates know, understand and apply knowledge about:

- Cultural values and beliefs in the context of teaching and learning (Standard 2.a).

- Communication between home and school to enhance ESL teaching and build partnerships with ESOL families (Standard 2.d).
- The interrelationship between language and culture (Standard 2.e)
- Ways to support ELL families (Standard 5.b.6).
- Alternative ways to serve as resource personnel in their educational communities (Standard 5.b.7).

Objectives of the *Bridging the Cultural Divide* Case Study

This performance assessment requires ESOL licensure candidates to:

- a. Conduct home visits and interview parents or guardians of English language learners from an ethnic, linguistic, racial and socioeconomic background different from the candidate's, using the guidelines included in the syllabus and provided in class.
- b. Increase intercultural competence by becoming familiar with students' linguistic and sociocultural background.
- c. Examine the concept of bilingualism —additive and subtractive—held by ESOL students and their families, and reflect on their classroom implications.
- d. Critically analyze how ESOL students' cultural identities affect language learning and school achievement.
- e. Demonstrate the effective use of a wide range of standard-based materials, resources and technologies to learn about the cultures of their students in their classrooms and to apply that learning to instruction.
- f. Discover the strengths in ESOL students' home discourses, including multiple literacies, and learn about the funds knowledge, which they can use to enhance second language teaching and learning.

Procedure For Candidates

2.1. Guidelines for final report

Candidates are expected to submit a final *Bridging the Cultural Divide* report. It should be approximately 8,000 to 10,000 words in length – roughly 20 pages or more, written in correct APA format. The final project report should contain many, if not all or more, of the following topics: introduction, project/ issue background, theoretical considerations, statement of purpose and objectives, detailed outline of accomplishments, timeline, outcomes, and a conclusion. A presentation to the class during the last sessions will be expected and the final report will be due on the last day of class.

Each project report is assessed using the criteria specified in the new 2011 scoring rubric included both in the course syllabus as well as on its website.

2.2 Procedures for candidates: Meeting a non-native English speaking family with an ELL child

Candidates will make an appointment to visit a non-native English speaking family with an ELL child enrolled in a private or public school, at a mutually agreeable time and location. The family should always be consulted in choosing the location of the visit to ensure that the location is convenient and comfortable for them.

2.2.1. Prior to visiting the family.

- Candidates develop, with the instructor's assistance, ESOL family visit guidelines and/ or an interview protocol.
- Candidates, using secondary sources, finds out about the cultural, educational, linguistic background of the household s/he will visit (e.g., who? what? when? where?).
- Candidates explore the neighborhood where the ESOL family lives by visiting it:
- To gather information on the linguistic, sociocultural and economic variables in the community;
- To search for cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and analyze what they represent to the ESOL family;
- To record and critically analyze this data in a journal.
- Candidates will set specific goals or objectives for the family visit.

2.2.2. During the visit.

- Candidates will set the tone of the visit (e.g., warm introduction, thanking family for time and participation) and will establish rapport.
- Candidates will be good listeners and will respect the host family's cultural, ethnic and linguistic values.
- When and if appropriate, candidates with his/her host's permission may take notes, photographs or record the visit.
- Candidates will include in the interview all family members who would like to participate.

2.2.3. After the visit

- Candidates will document and evaluate the visit by reviewing and discussing with colleagues field notes, photographs, tape recording and any other relevant material.
- Candidates will reflect on the impact that this experience has had on his/her understandings and views on second language acquisition, family involvement in schools, and working with culturally, linguistically, and ability diverse students.

2.2.4. Writing the final report.

- Candidates will author or coauthor and carefully edit a written report, of which the last section must include a personal reflection (250 words) written by each candidate (in the case of collaborative projects and report).

2.3 Scoring the assessment

The Bridging the Cultural Divide project will be scored with an analytic scoring rubric. Categories selected for this assessment are taken directly from Standard 2 –*Culture as it affects English language learning*—and Standard 5.b. — *Professional development, partnerships and advocacy*—upon which this task is based.

Final Project

Making Choices for Multicultural Education: Carrying the Message

(30% of grade)

Sessions 13 – 14
November 29, 2011 – December 06, 2011

In lieu of a final paper, *each* EDUC 537-001_candidate will:

- a) Draft a scholarly conference proposal for an assumed peer-reviewed professional conference (e.g., AERA, NABE, NAME, TESOL). Conference theme: *Making Choices for Multicultural Education: Carrying the Message*
- b) Make a 15-minute presentation on her/ his chosen theme to the EDUC 537-001 class, using handouts and Power Point slides on the *Making Choices for Multicultural Education* theme.
- c) Submit a 4 to 6 page handout of presentation to classmates.

Main Objectives

- a. Encourage candidates in using the conceptual frameworks and theories of critical multicultural education to explain teaching behaviors and policy-making that either encourages or hinders educational equity and social justice throughout the educational process.
- b. Assist candidates in relating critical multicultural education theories and research to their own professional practice.
- c. Help candidates reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and policy.

- d. Guide candidates 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.

Each Conference proposal” should address the hypothetical conference’s 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 Proposal for a Scholarly Conference [paper presentation] good scholarly proposals:

- Describe clearly and accurately the presentation content and format
- Fit the theme 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
- Should be the required length (i.e., max 15 minutes)
- 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.