



**Division of Elementary, Literacy, Multicultural, and Secondary Education
Multilingual/ Multicultural Education Program**

**EDUC 537-002
FOUNDATIONS OF MULTICULTURAL EDUCATION
CRN 17333**

**Wednesday, 7:20 p.m. – 10:00 p.m.
Thompson Hall L013**

**Spring 2012
January 23, 2012 – May 16, 2012**

**Professor:
Office phone:
Office location:
Office hours:**

**Elavie Ndura
703-993-9424
Thompson Hall 1501, Fairfax
Wednesday, 3:00 p.m. – 5:00 p.m.
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Blackboard 9.1 web-based course management

<https://mymasonportal.gmu.edu>



COURSE DESCRIPTION FROM GMU 2011-2012 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 field experience.

SCOPE

1. 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 highlight 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.
2. 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.
3. EDUC 537 is not a methods course, nor is it a "how-to" on multicultural education. As such, the focus is more on developing dispositions than on developing skills although in developing critical multicultural education awareness and knowledge we will develop and enhance the competencies we need to effectively work with diverse populations.

IMPORTANT NOTICES

1. 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 spring. <http://ittraining.gmu.edu/workshops.cfm?function=calendar>
2. 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.
3. 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. 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).

COURSE DELIVERY:

1. 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 a variety of in-class, on-line, and individualized instructional strategies.

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

3. 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 respond regularly to the class discussions on the *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.
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. Explore, 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 ways in which 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 course and in their written report.

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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. Candidates 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 a word processor to produce quality written documents.
3. Ability to create Power Point documents and produce quality presentations.

COURSE OBJECTIVES

1. To examine sociocultural issues of importance in education (and other disciplines and fields)
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 culturally, 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

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 as needed.

Other readings may be assigned throughout the semester as determined 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.
- 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).

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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>

Ndura, E. (2004). ESL and cultural bias: An analysis of elementary through high school textbooks in the Western United States of America. *Language, Culture, and Curriculum*, 17(2), 143-153.

Ndura, E. (2004). Teachers' discoveries of their cultural realms: Untangling the web of cultural identity. *Multicultural Perspective*, 6(3), 10-16.

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 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.
- Inform the instructor prior to assignment due dates of any difficulties that may result in delayed assignment submission.
- Purchase and maintain a three-ring binder, which will be used for all course material and kept after the end of the semester to store Portfolio materials.
- Actively participate in 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].

EDUC 537-002 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, candidates will work in groups of 2 or 3 to present, analyze, and lead a +/- 30 minute class discussion on the required weekly readings Presentations should include visual (transparency) media and/or 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 			
<p>2.- Autobiographical Paper [Reflective Personal Development]</p> <p>The paper should be approximately 1,500 to 2,000 words in length – roughly 6 pages or more, and a works cited page.</p>	Session 4, Feb. 15, 2012	20%	<p><i>Autobiographical paper.</i> Candidates will write a reflective autobiographical paper where they examine their cultural roots, highlight their cultural identity, and explore 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, culture, class, gender and sexual orientation influenced my teaching and/or interactions with others? • 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 10 April 4, 2012</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>Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</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, and a works cited page.</p>	<p>Session 10, April 4, 2012</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>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: A professional conference proposal:</p> <p>Theme: Making Choices for Multicultural Education: Carrying the Message of Social Justice.</p>	<p>Session 13 April 25, 2012</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>You may want to use as guidelines TESOL’s (Boston 2010 Conference) Conference Proposal Writing and Presentation Skills as guidelines.</p> <p>NCATE TESOL Standards: 2a and 2b</p>
<p>Detailed information about each assignment will be provided electronically and in class.</p>			

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 they will be reviewed and graded. Candidates will also submit a hard copy of their assignments to the instructor.

B. Graduate Grading Scale

<http://catalog.gmu.edu/content.php?catoid=17&navoid=1277&hl=graduate&returnto=search>
http://catalog.gmu.edu/content.php?catoid=5&navoid=104 - grad_poli

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 Standard	70 – 79.49	2.00	Unsatisfactory /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.

George Mason University Policies and Resources for Students

- a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- c. Counseling and Psychological Services – 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/>].
- d. Office of Disability Services – 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 <http://ods.gmu.edu/>].
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- f. The Writing Center (Optional Resource) – 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/>].
- g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

GSE website: www.gse.gmu

Tentative Course Schedule for EDUC 537 - 002

Spring 2012

Wednesday, 7:20 p.m. – 10:00 p.m.

(Fourteen sessions, 2hrs 40 minutes' each)

Week/ Date	Topics and Activities
Session One 01/25/2012	Introductions Syllabus overview Theme or Topic: Rationale and goals of multicultural education
Session Two 02/01/2012	Theme or Topic: Understanding culture and cultural identity Readings: Cole: <u>What's culture got to do with it?</u> Moll: Mobilizing Culture, Language, and Educational Practices
Session Three 02/08/2012	Theme or Topic: Introduction to Critical Multicultural Education Readings: Kubota, R. (2006). Unfinished knowledge Moll, Amanti, Neff & Gonzalez (1992), Funds of knowledge
Session Four 02/15/2012	Theme or Topic: Conceptual frameworks for understanding diversity and social justice Readings : Textbook, Section One (Conceptual Frameworks, pp. 1-58) <u>Due today:</u> <i>Reflective Personal Development Paper</i> [electronic copy must be uploaded to Blackboard 9.1, and hardcopy submitted to instructor.]
Session Five 02/22/2012	Theme or Topic: Race and racism in the quest for educational equity Readings: Textbook, Section Two: (Racism, pp. 59 - 140); McIntosh's White privilege article
Session Six 02/29/2012	Theme or Topic: Social class in education and society Readings: Textbook, Section Three: (Classism, pp. 141 – 226)
Session Seven 03/07/2012	Theme or Topic: Religious diversity and educational equity Readings: Textbook, Section Four (Religious Oppression, pp. 227 – 313.) <u>Due Today:</u> <i>Mid-Term Formative Evaluation</i> (Please complete the feedback form and return it to the instructor)

03/12-18/2012	Spring Break (No class Wednesday, March 14)
Session Eight 03/21/2012	<p>Theme or Topic: Gender and sexual orientation in schools and education</p> <p>Readings: Textbook, Sections five, six and seven (pp. 315 – 456)</p>
Session Nine 03/28/2012	<p>Theme or Topic: 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.</p> <p>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>Access and complete this online course at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html</p> <ul style="list-style-type: none"> • <i>Please keep one copy of the course completion certificate, and submit another copy to the instructor next week.</i> • <i>Finalize the Bridging the Cultural Divide project paper, which is due next week.</i>
Session Ten 04/04/2012	<p>Theme or Topic: Understanding and serving students and families from culturally and linguistically diverse background</p> <p><i>Due Today:</i> (1) <i>Bridging the Cultural Divide Project paper and presentation</i> (2) <i>Child abuse, neglect and intervention online course completion certificate</i></p>
Session Eleven 04/11/2012	<p>Theme or Topic: Exceptionality and educational equity</p> <p>Readings:Textbook, Sections eight and nine (Ableism; Ageism and Adulthood, pp. 457-584).</p>
Session Twelve 04/18/2012	<p>Theme or Topic: Transforming education and society for the common good</p> <p>Readings:* Textbook, Sections ten (Working for social justice: Visions and strategies for change, pp. 587 – 640)</p> <ul style="list-style-type: none"> • How to Teach Controversial Content and Not Get Fired” by <i>Kelley Dawson Salas</i> at http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml

	<ul style="list-style-type: none"> • “What does it mean to teach for social justice?” by Pat Russo. (<i>Handout</i>) • “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/).
Session Thirteen 04/25/2012	<p>Theme or Topic: Articulating and sharing messages of social justice and equity within the professional community</p> <p><u>Due Today:</u> <i>Final project (professional conference proposal) paper and presentation</i></p>
Session Fourteen 05/02/2012	<p>Theme or Topic: Conclusions and next steps</p> <p><u>Due Today:</u></p> <ul style="list-style-type: none"> • <i>Course Evaluation Forms</i> • <i>Feedback Forms</i> • <i>Materials Release Forms</i>

DETAILED ASSIGNMENT GUIDELINES

Cultural Autobiography 20% of Final Grade Due Session Four – February 15, 2012

What is my Culture? What subcultures/ generations do I belong to?

The paper should be approximately 1,500 to 2,000 words in length, roughly 6 pages or more, an APA style 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 awareness 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.”

DETAILED ASSIGNMENT GUIDELINES

Bridging the Cultural Divide Project (30 % of Grade)

Due Session Ten – April 4, 2012

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

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. The rubric will be posted on Blackboard.

DETAILED ASSIGNMENT GUIDELINES

Final Project: A Conference Proposal

Making Choices for Multicultural Education: Carrying the Message of Social Justice

(30% of grade)

Due Session 13- April 25, 2012

In lieu of a final paper, *each* EDUC 537-002 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 for Social Justice*.
- b) Make a 15-minute presentation on her/ his chosen theme to the EDUC 537-002 class, using handouts and Power Point slides on the *Making Choices for Multicultural Education* theme.
- c) Submit a detailed and informative handout about the presentation to classmates.

In preparing this conference proposal, you may consider using [TESOL's Boston 2010 guidelines](#) to prepare a conference proposal.

Main Objectives

- a. Encourage candidates to use the conceptual frameworks and theories of critical multicultural education to explain teaching behaviors and policy-making that either encourage or hinder 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 of Social Justice*—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. You are providing the audience with a taste of your ideas, not the whole thing.