EDUC 537.601 (CRN: 18095):
FOUNDATIONS OF MULTICULTURAL EDUCATION
SPRING 2013
January 24th – May 8th

Credit Hours: 3.0	Class Meetings: ON-LINE
Professor: Dr. Eirini Gouleta	Blackboard: http://courses.gmu.edu
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COURSE DESCRIPTION

This course 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. It 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.

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 teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, cooperative learning activities, hands-on field experiences, power point presentations, discussion boards, and wikis. The course is delivered through the Blackboard 9.1™ web-based course management system.

REQUIRED TEXT

Banks, J.A., Banks, C.A. (2013). *Multicultural Education: Issues and Perspectives (8thed.).* Hoboken, NJ: Wiley

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 Standards: 2.a. Nature and Role of Culture; 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 Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity].*

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity; 4.a. Issues of Assessment for ESL; 5.a. ESOL Research and History; 5.b. Professional Development, Partnerships, and Advocacy].*

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 Standards: 1.b. Language Acquisition and Development; 2.a Nature and Role of Culture].*

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 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 Standards: 1.a. Language as a System; 1.b. Language Acquisition and Development].*

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing *[NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.c. Classroom-Based Assessment for ESL].*

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 Standards: 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.b. Language Proficiency Assessment; 5.b. Professional Development, Partnerships, and Advocacy]*

9. Explain and provide examples of anti-bias strategies and practices [NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content

Instruction; *3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.a. Issues of Assessment for ESL; 5.b. Professional Development, Partnerships, and Advocacy*].

10. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1: 1a, 1b, 1c, 1d].

11. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3: 3a, 3b, 3c, 3d].

12. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [NETS-T 4: 4a, 4b, 4c, 4d].

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATIONS

EDUC 537*: Foundations for Multicultural Education is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with tracks in elementary, bilingual/multilingual and 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 demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. *Democratic principles.* Students should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining 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 to enable them to work comfortably with students from different backgrounds.

Core Values:
Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice

Relationship of EDUC 537 to *INTSAC Principles*:

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 ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Licensure courses are also aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESOL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) 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. Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS·S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic 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.

Relationship of Assignments to Standards:

Assignment	Grade Value in Points	TESOL Standards	NETS-T Standards
Class Participation	30	1b, 2a, 2b, 3a, 4a, 4a, 5a, 5b	1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 4d
Philosophy of Education	15	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	4a, 4d
Bridging the Divide Project	25	1b, 2a, 2b, 3a, 4a, 5a, 5b	1d, 3b, 3c, 4c, 4d
Field Experience Project	10	1b, 2a, 2b, 3a, 3c, 4b,4c, 5b	1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d
Equity Issue Paper	15	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	3b, 3c, 4b, 4d
Equity Issue Presentation	5	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	1d, 3a, 3b, 3c, 3d

RECOMMENDED READINGS

Banks, G. (2008). *The Issue of Race; A resolution for the 21st Century.* Astoria, New York: Seaburn Publishing.

Carkhuff, R. & Banks, G. (1970). Training as a preferred mode of facilitating relations between races and generations. *Journal of Counseling Psychology, 17*(5), 413-418.

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

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 pre-service teachers take up culturally responsive pedagogy. *American Educational Research Journal, 46*(3), p. 816-852.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom.* Routledge

Jervis, K. (1996). How come there are no brothers on that list? Hearing the hard questions all children ask. *Harvard Education Review, 66*(3), 546-577.

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.

Takaki, R. (2012). A different mirror for young people: A history of multicultural America. Seven Stories Press

Takaki, R. (1993). A different mirror: A history of multicultural America. Back Bay Books

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

Core Values:
Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice

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.* Tonawanda, NY: Multilingual Matters.

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

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

COURSE REQUIREMENTS, ASSIGNMENTS and GRADING

Performance Based Assessment (PBA) Requirements: All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: ***Bridging the Divide***, the ***Philosophy of Education Paper***, the ***Field Experience Log*** and ***Evaluation Forms***, and the ***Equity Paper***. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: http://fasttrain.gmu.edu/resources/taking_courses].

A. ONLINE COURSE PARTICIPATION (30 points)

To get full credit every week in an on-line version of the course, the required work should be completed by Wednesday, the last day of the weekly cycle. The weekly cycle runs from Thursday (first day) to Wednesday (last day). You are required to actively participate every week. Non- participation or partial participation will be considered an absence from class. You are required to post on the discussion forum three times per week, do all assigned readings and support your comments with citations and references from the readings APA style. You also need to complete all activities and work assigned by the professor each week. The online participation guidelines are outlined in detail in the "***Course Requirements and Assignments***" document and are posted on Bb.

A. BRIDGING THE DIVIDE (BD) PROJECT (25 points)

This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement.

For this assignment, you will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. BD is a **PBA and the**

paper should be submitted to TaskStream. The guidelines for BD are outlined in detail in the "***Course Requirements and Assignments***" document and are posted on Bb.

A. *FIELD EXPERIENCE - CULTURALLY APPROPRIATE and RESPONSIVE TEACHING PRACTICES* (*Hours Required:* 20; 10 points)

In order to achieve the EDUC 537 Field Experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences. Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. During their field experience students will keep a professional reflection journal to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to the discussion board. Students must document the 20 hours of field experience using the ***Fieldwork Log of Hours Form*** and the ***Evaluation Form*** available on the FAST TRAIN website: http://fasttrain.gmu.edu/current-students/field-req/. This is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream.** The guidelines for the Field Experience are outlined in detail in the "***Course Requirements and Assignments***" document and are posted on Bb.

D. PHILOSOPHY OF TEACHING STATEMENT (15 points)

This is an assignment in both the EDCI 516 and EDUC 537 courses. In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise your Philosophy of Teaching statement. For this course your Philosophy of Teaching statement will focus on teaching CLD students and your principles and practices in multilingual/multicultural and diverse classroom environments.

Your paper will blend SLA theories and research, discussion of culturally responsive teaching and how they can shape your instruction and a vision of your classroom. You will incorporate the history of ESL as well as policy issues for reflection and clarification. You will also incorporate understanding of multicultural education and issues of equity in the classroom. Additionally, you will define your professional development plans. Lastly, you will describe how to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. This is a **PBA and the paper should be submitted to TaskStream.** The guidelines for the Philosophy of Teaching are outlined in detail in the "***Course Requirements and Assignments***" document and are posted on Bb.

E. EQUITY ISSUE PAPER (15 points)

This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies an equity issue related to this course and how it impacts those in your own or your fieldwork school. Identify a salient issue in your school (for example, racism, stereotyping, bias, lack of access to programs, placement in special education); review the research in education field and identify two strategies to address this issue in your classroom or school. Create an action plan for implementation in your classroom. Evaluate the results of your intended

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outcomes and the outcomes themselves. This is a **PBA and the paper should be submitted to TaskStream.** The guidelines for the Equity Paper are outlined in detail in the "*Course Requirements and Assignments*" document and are posted on Bb.

F. EQUITY ISSUE PRESENTATION (5 points)

The purpose of this presentation is to build awareness and knowledge across issue groups, so that your peers who have focused on other areas can benefit from what you have learned and improve their own development as teachers. Your Equity Paper presentation should provide an overview of your issue, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your colleagues, and your own reflections/conclusions and recommendations. It will be posted on Bb. The guidelines for the Equity Paper Presentationare outlined in detail in the "*Course Requirements and Assignments*" document and are posted on Bb.

GRADING

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:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course
"F" does not meet requirements of the Graduate School of Education
For more information see: http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

Incomplete (IN): This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for

the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

ESL Students & The Professional Development Portfolio and Elementary Students and The Anthology: The Professional Development Portfolio and the Anthology is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As a performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching and learning process.

TASKSTREAM REQUIREMENTS

Every student registered for any Curriculum and instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. **_Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date._** Late assignments will not be accepted unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code].

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

_c._ 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._**

d. 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].

e. 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/].

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

g. 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].

ABSENCES

FAST TRAIN students are expected to attend *all* class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of an absence or non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

COURSE WITHDRAWAL WITH DEAN APPROVAL

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6th edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See http://cehd.gmu.edu/values].