

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
FAST TRAIN**



**EDUC 537-6FB: FOUNDATIONS OF MULTICULTURAL EDUCATION  
FALL 2014**

Monday 5:00 - 8:00pm

Location: Room 234, Mount Vernon Community School, Alexandria, VA

Office Hours - by appointment.

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**Course Description**

EDUC 537: Foundations of Multicultural Education examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity, language, and social class and their impact on educational opportunity and equity. This course includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically responsive instruction and assessment techniques.

**Course Learning Objectives and Outcomes**

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].*

## Professional Association Standards Addressed in This Course

George Mason University 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. GMU-GSE courses also follow the Interstate Teacher Assessment and Support Consortium (INTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level. EDUC 537 also follows the National Education Technology Standards for Teachers (NETS-S). Effective teachers of all disciplines, subjects, and grade levels model and apply the NETS-S as they design, implement, and assess learning experiences and as they engage students in the classroom. They also provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

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*. Candidates 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*. Candidates 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*. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. *Utilization of research*. Candidates 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*. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

### 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.

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 pupils enrolled in PK-12 classes. For all online communications only GMU email will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6<sup>th</sup> edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations. **NOTE: The professor reserves the right to make changes and modify this syllabus and the assignments listed if necessary to maximize candidates' learning experience according to class needs.**

### **Course Assignments and Relationship to Standards**

*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/academics/programs> ]

<i>Assignment</i>	<i>Grade %</i>	<i>TESOL Standards</i>	<i>NETS-T Standards</i>
Class Participation And E-Reserves	15	1b, 2a, 2b, 3a, 4a, 4a, 5a, 5b	1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 4d
Bridging the Divide Project (PBA)	25	1b, 2a, 2b, 3a, 4a, 5a, 5b	1d, 3b, 3c, 4c, 4d
Teaching Philosophy (PBA)	15	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	4a, 4d
Field Experience Project (PBA)	15	1b, 2a, 2b, 3a, 3c, 4b,4c, 5b	1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d
Equity Issue Paper (PBA)	25	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

### Academic Standards

The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what ESL 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 ESL Teacher Education** as well as with **INTASC (Interstate New Teacher Assessment and Support Consortium) Standards**, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

### Nature of Course Delivery

Course delivery is accomplished in a combination of ways (including online) 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 articles, group presentations, database search of research-based articles and online posting of results on Bb.

### Required Textbooks

Banks, J.A., Banks, C.A. (2010). *Multicultural Education: Issues and Perspectives (8<sup>th</sup> ed.)*. Hoboken, NJ: Wiley.

Cushner, K., McClelland, A., Safford, P. (2012) *Human diversity in education: an intercultural approach*. Mc-Graw-Hill

## Recommended Textbook

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

## Recommended Readings

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

Preface

Chapter 4. Slaying the Dragon of Discrimination

Chapter 5. Breaking The Quality Education Box

Chapter 6. Breaking the Affirmative Action Box

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

Carkhuff, R. R. (2010) *The Art of Helping (8<sup>th</sup> ed.)*. Amherst, Massachusetts: Human Resource Development Press

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.

Carkhuff, R.R., Benoit, D.M. (2008). *The New 3Rs: Possibilities Thinking and Individual Freedom*, Amherst, Massachusetts: Human Resource Development Press.

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.

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.

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

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.nccc.org/Diversity/sac26\\_anti-bias.analyz.html](http://www.nccc.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>

- Brown, D. (2004). Urban teachers' professed classroom management strategies: Reflections of culturally responsive teaching. *Urban Education, 39*, 266-289, DOI: 10.1177/0042085904263258.
- Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. *The Future of Children, 21(1). Immigrant Children* (Spring 2011), 103- 127. <http://www.jstor.org/stable/41229013>
- Fisher, D. & Frey, N. (2008). Student and teacher perspectives on the usefulness of content literacy strategies. *Literacy Research and Instruction, 47*, 246-263, DOI: 10.1080/1938807082300330.
- Fisher, D. & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent and Adult Literacy, 50(3)*,180-189, DOI: 10.1588/JAAL.50.3.2.
- Gere, A., Buehler, J., Dallavis, C., & Haviland, V. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Education Research Journal, 46*, 816-852, DOI: 10.3102/0002831209333182.
- Godfrey, A. & Escher, A. (2012). Bidialectal African American adolescents' beliefs about spoken language expectations in English classrooms. *Journal of Adolescent and Adult Literacy, 55(8)*, 704-713, DOI: 10.1002/JAAL 00085.
- Halversen, A., Duke, N., Brugar, K., Block, M., Strachan, S., Berka, M. and Brown, J. (2012). Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach. *Theory & Research in Social Education, 40*, 198-229, DOI: 10.1080/00933104.2012.705954.
- Holle, S. (2001). Acknowledge the language of African American students: Instructional strategies. *English Journal, 90(4)*, 54-59.
- Irizarry, J. (2009). Representin'; Drawing from hip-hop and urban youth culture to inform teacher education. *Education and Urban Society, 41(4)*, 489-515, DOI: 10.1177/0013123508331154.
- Jimenez, R., Smith, P. & Teague, B. (2009). Transnational and community literacies for teachers. *Journal of Adolescent and Adult Literacy, 53(1)*, 16-26, DOI:10.1598/JAAL.53.1.2.
- Kea, C., Campbell-Whatley, G., & Bratton, K. (2003). Culturally responsive assessment for African American students with learning and behavioral challenges. *Assessment for Effective Intervention, 29*. 27-38, DOI: 10.1177/073724770302900104.
- Matthews, J.S., Kizzie, K., Rowley, S., Cortina, K. (2010). African Americans and boys: Understanding literacy gap, tracing academic trajectories, and evaluating the role of learning related skills. *Journal of Educational Psychology, 102(3)*, 757-771.
- McLean, C. (2010). A space called home: An immigrant adolescent's digital literacy practices. *Journal of Adolescent and Adult Literacy, 54(1)*, 13-22, DOI:10.1598/JAAL.54.1.2.

Muhammad, G. (2012). Creating spaces for Black adolescent girls to "Write it out." *Journal of Adolescent and Adult Literacy*, 56(3), 203-211, DOI: 10.1002/JAAL.00129.

Roessingh, H. (2008). Variability in ESL outcomes: The influence of age on arrival and length of residence on achievement in high school. *TESL Canada Journal Revue TESL Du Canada*, 25(1), 87-107.

Rogers, R. & Mosley, M. (2006). Racial literacy in a second-grade classroom: Critical race theory, whiteness studies, and literacy research. *Reading Research Quarterly*, 41(4), 462-495, DOI: 10.1598/RRQ.41.4.3.

Stuart, D. & Volk, D. (2002). Collaboration in a culturally responsive literacy pedagogy: Educating teachers and Latino children. *Reading Literacy and Language*, November, 217-234.

Townsend, B. (2002). Leave no teacher behind: A bold proposal for teacher education. *International Journal of Qualitative Studies in Education*, 15(6), 727-738.

Yeh, C., Ma, P., Bahel-Madan, A., Hunter, C., Jung, S., Kim, A., Akitaya, K., & Sasaki, K. (2005). The cultural negotiations of Korean immigrant youth. *Journal of Counseling and Development*, 83, 172-182.

### Grading Policy

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

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 10<sup>th</sup> 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 [See: <http://jju.gmu.edu/catalog/apolicies/gradstandards.html>].

### **TaskStream Requirements**

Every candidate 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) (even if the candidate has submitted the assessment as a hard copy or via email). 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 candidate 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. The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.
- b. Other policies are available at <http://universitypolicy.gmu.edu> . All members of the university are responsible for knowing and following established policies.
- c. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code> ].
- d. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- e. 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.***
- f. 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> ].

- g. 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/>].
- h. Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380 [See <http://caps.gmu.edu> ].
- i. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- j. "Ask a Librarian"[See <http://library.gmu.edu/mudge/IM/IMRef.html>]. CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at [ardrdisco2@gmu.edu](mailto:ardrdisco2@gmu.edu) and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at [tadams11@gmu.edu](mailto:tadams11@gmu.edu) .
- k. 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> ].
- l. For additional information on the College of Education and Human Development (CEHD), Graduate School of Education (GSE), please visit our website [See <http://gse.gmu.edu> ].

### **Course Withdrawal with Dean's 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). Candidates must contact their academic advisor 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. Follow APA (6<sup>th</sup> edition) writing and 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.

## CEHD Statement of Expectations

CEHD candidates must abide by the following:

### *Academic Integrity*

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.

### *Absences*

Candidates are expected to participate every week in class. Only approved (see Mason catalog) absences will not result in a grade penalty.

### *Professional Behavior and Dispositions*

The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. GSE expects students, faculty, and staff to exhibit professional dispositions through: See <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf> for a listing of these dispositions.

### *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> ].

## GUIDELINES FOR COURSE ASSIGNMENTS

### Class Participation (30%)

Students are expected to participate in class, and to have read assignments prior to class meetings. Each student will be expected to make a presentation to the class of a research article listed on the syllabus. The presentation should include a PowerPoint that summarizes the main points of the article. Students will also be expected to engage the class in an activity related to the research article. Each student will also be required to sign up for a group presentations, and collaboratively work with their group to present their topic in an engaging and thought-provoking manner.

### Bridging the Divide (25% PBA)

Bridging the Divide: Culturally Diverse Families and School Parental, Family, and Community Involvement

**This assignment is a “Performance Based Assessment” for ESOL Program students, and the paper should be submitted to TASK STREAM’s ESOL Portfolio site.**

#### **Goals**

To better understand the role of culture in student learning and engagement.

#### **Instructions**

First, 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 and system in which their children are enrolled. Third, you will reflect in writing on what you learned from this experience.

#### ***Interview Expectations***

1. Develop understanding of how language and culture interact in the formation of student’s identity.
2. Identify any cross-cultural conflicts apparent in the interview process
3. Select appropriate teaching techniques based on knowledge of students’ cultural backgrounds
4. Understand the importance of the home culture and the effect on student learning.
5. Seek to involve ESOL families in student learning

#### ***Participants and Location***

With the assistance of your host teacher/supervisor select a family to interview. Determine your school policies with regard to permission and confidentiality of all data and members of the family interviewed. Change all names to pseudonyms to protect their identity.

Interview a family from a racial, linguistic, and socioeconomic background different from your own. If possible, this should be a family that represents a non-majority culture in the school in which you

are conducting your fieldwork. If possible, conduct these interviews in the family's home. Try to include parents and/or guardians, other adults living in the home, and children.

### ***Interview Process***

You will need to develop an interview process. The process you use should be organized as sets of questions used to guide an interview and keep the interview flowing in a conversational manner. Good interviews consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., "Did you go to school?") in favor of questions that encourage longer responses (e.g., "Tell me about your childhood back home. What was your school like?") Use prompts to get participants to keep talking (e.g., "Tell me more about that" or "How did that make you feel?"). If you are using a tape recorder be sure to specifically ask permission to do so.

Find out about the cultural, educational, linguistic background of the people you are interviewing. Be sure to identify the sample by *who? what? when? where? and why.*

Specifically you will need to collect these suggested types of information:

- a. Physical characteristics of the home (if interviews are conducted in the home);
- b. Community characteristics;
- c. Demographic/background information;
- d. Educational background of parents; ages and grades of the children;
- e. If applicable: Immigration experience (How/why they decide to come to the U.S. or the third country? What was it like?);
- f. Childrearing practices and philosophy;
- g. Economic/work issues;
- h. Funds of Knowledge (Luis Moll);
- i. Perspectives about education. What is a well-educated child? What are the roles of families and schools in children's education?
- j. Experiences with children's school(s). Types of support they have received;
- k. Misunderstandings, difficulties and challenges and how they have handled them;
- l. What do these families want their children's teachers and administrators to know about them and their children?

### ***Family Context***

If appropriate/safe in the country/culture in which you reside, take a walk through the neighborhood. How is it similar or different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it "feel" for a family to live here? Search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. Go online and review sites that relate directly to the family heritage. As you explore, take photographs and record your observations in your journal.

### ***Processing the Interviews***

Review and discuss your field notes, photographs, and/or tape recording. Before listening to your interview recording for the first time, note your initial impressions of this family. What surprised you? What moved you? How might this family's story have changed your understanding of

multicultural education, diversity, social justice, and family involvement in schools? Listen to the entire interview. Note interesting information, stories, or quotes.

Decide on your next steps. How will you pick out the most salient quotations to transcribe (you do not have to transcribe the entire tape)? How will you analyze the data in relation to the research on ELL's and the TESOL Standard on Culture?

### **Suggested Format for Final Written Report**

**Note: The guidelines indicate the project should total 10-15 pages.**

#### ***Introduction***

#### ***Part I: Findings***

*When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating or their role in the host country, educating their children, and engaging with the educational system, and other relevant findings.*

Include the following:

##### A. Setting

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

- B. The educational experience from the family's perspectives about education. Family's experiences enrolling and supporting their children in their schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home." If relevant, highlight the cultural differences between home and school.

#### ***Part II: Analysis***

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

### ***Part III: Conclusions and Recommendations***

What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and CLD families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important to share with other PK-12 teachers?

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

- a. Improve the understanding of faculty and staff about CLD families;
- b. Proactively develop stronger school-family partnerships;
- c. Make their schools and classrooms more welcoming places for CLD & non-native English speaking families and connect students' funds of knowledge to instruction.

### ***Part IV: Personal Reflections***

Explain what you learned through this project. Reflect on your own cultural background, as it shapes your interpretation of the results. What did this project mean to you? How has your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

#### ***References:***

Please follow APA guidelines.

#### ***Appendix:***

- Interview protocol

### **Field Experience- Culturally Appropriate/ Responsive Teaching Practices (10% PBA)**

#### ***Field Experience Guidelines***

The EDUC 537 field experience may be conducted in the school where you work or at another local school of your selection. If you are in the Washington, DC metro area, the FAST TRAIN office will assign you to a fieldwork site. EDUC 537 field experience may be conducted in the same classroom/ school as where another field experience is taking place as long as separate field experience objectives are achieved and separately reported.

#### ***Field Experience Objectives:***

As a result of this course component, students will be able to:

1. Engage in a teaching related fieldwork and observations of culturally appropriate/ responsive teaching practices in classrooms serving culturally, linguistically, and socio-economically diverse student populations and reflect on those experiences in relation to theory, course objectives, and course content.
2. Observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.

3. Observe and gain valuable insight into classroom practices, school culture, the use of curricula and texts, and areas of strength and weakness in meeting students' linguistic, cultural, ability, and other needs.

### ***Field Experience Methods:***

Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. Students may use a conceptual framework based on either a) their definition of multicultural education, b) a list of practices distilled from course readings to date, c) the Banks checklist included in the text, or d) another rigorous conceptual framework for evaluating multiculturalism in the school environment.

Your written report should be **3-5 pages in length**. Some guidelines and a suggested report format are described, as follows.

### ***Suggested Field Experience Report - Content & Format:***

Following is the suggested format for accomplishing the written report that will accompany your Field Observations. It is suggested that you have **three (3) brief sections**, as indicated in the sections numbered I, II, and III below. A short introduction where you briefly describe the field setting is also helpful for providing context. The overall length of the Field Report should be **3-5 double-spaced pages**.

***Section I: Introduction:*** Begin your report with a short introduction about the school in which you observed/ participated (i.e., demographics, population, short description, etc.) This information should be available on-line on the school's or school division's web site or in the front office. This section should also explain the conceptual framework with which you approached your data collection and analysis – i.e., the Banks checklist, your own checklist, or another tool – and provide an orientation for the reader to the subsequent sections. Be brief-no more than one page.

***Section II: Findings and Analysis:*** Your report should *synthesize* the information gleaned from school and classroom visits and teacher and student interactions; you can either present the facts of your observations with a subsequent analytical section or combine your findings with an analytical framework here. (Suggestions for field notes follow below.) Be brief-one to one and a half pages.

***Section III: Reflections/Conclusions:*** This final section provides the opportunity for you to draw together theory and practice by reflecting on the observations, activities and/or interviews. You should comment on how the information gleaned applies to culturally, linguistically, and socio-economically diverse issues and practices we have examined and discussed in this course. It is suggested that you select three or four issues and target your commentary in order to avoid redundancy. As you think and write about these school-based activities, you should refer to the course readings and discussions. (For example, were they reflected in the lesson, or the teacher's belief system? How? How did this experience affect your own beliefs and future practices?) This section will probably be one to one and one-half pages. One paragraph should state how this knowledge may be applied to your future teaching situation.

***Please Remember:*** You are a guest at your field experience school. Professional courtesy is always essential. ***BE SURE TO THANK THE TEACHER FOR HIS/HER TIME.***



### Possible Target Areas for Fieldwork Notes

Listed below are suggested areas of observation. You need not cover all the topics listed; they are guides for your observation notes.

1. Variety of activities
2. Seating arrangement (rows, cooperative groups, etc.?)
3. Daily routine
4. How teacher implements multiple learning styles into lesson plans and reacts to faster/slower students
5. Percentage of time devoted to 4 skills (reading, writing, listening, speaking) and the 5<sup>th</sup> skill of thinking
6. Ability grouping (homogeneous and heterogeneous instructional small groups)
7. Homework
8. Amount of L1 and L2 used by students
9. Use of daily lesson plan - objectives and implementation
10. Use of visuals and/or technology
11. Use of textbooks
12. Classroom appearance
13. Effect of having multiple languages in class
14. Classroom management

The remaining observation time should be spent engaging in classroom interaction with the teacher and students. This is hopefully an **interactive** experience for you, not passive. Suggestions follow for some possible interactive experiences.

### **Section II.2. Lesson Observations/Teacher Interviews**

**A. Describe briefly one of the Lessons observed - Use the following guidelines to focus your notes** (You **do not** have to answer all of the questions here.)

1. Describe class - size, grade, subject, school, etc. How diverse (e.g., socio-economically, culturally, and linguistically) was the classroom? (e.g., how many students were in Free and reduced lunch program? ELL?)
2. What were the lesson's objectives? Were they posted for the students?
3. How was the lesson introduced? Presented?
4. What instructional activities were used? How cognitively demanding were they? Were the activities context-embedded, or context reduced? (Examples?)
5. What other instructional methods were used? (e.g., grouping)
6. What type of student/teacher interactions took place? (e.g., formal, informal, personal, direct, etc.)
7. Student/student interactions?
8. How did the teacher assess the students' second language acquisition?
9. What recognition, if any, was made for the following student characteristics and abilities?
  - a) Prior knowledge, cultural and educational experience;
  - b) Learning styles and strategies;
  - c) Expectations/attitudes, confidence and initiative;
  - d) Familiarity with the type of task.
10. What resources were used to develop second language abilities? Technology? Manipulatives?

**B. Teacher Interview:** If and when convenient, you may want to ask to conference with the teacher on one of the observation lessons to discuss the day's lesson and/or to ask questions. For your planning purposes, a pre-observation interview may last 10-15 minutes, but you should be observant of the teacher's time demands; a follow-up post-lesson interview should only take 5-10 minutes. As you prepare for the interviews, you may want to use some of the questions below as a guide (add your own or delete, as appropriate).

**Pre-Observation Questions:**(FYI: Teachers who teach about ways different groups of people organize their daily lives promote learning because students develop an acceptance, appreciation, and empathy for the rich cultural, ethnic, racial, and linguistic diversity of American society. There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom.)

1. How do you examine the methods, practices, curriculum and materials used in instruction, counseling, and student assessment to determine whether every single one of your students is being included in the learning process?
2. How do you aim for an inclusive curriculum? [i.e., one that reflect the perspectives and experiences of a pluralistic society].
3. What are your general goals for your students? What skills and knowledge do you want them to develop? Are you following a standard curriculum for English language development that contains goals and objectives?
4. How do you emphasize the importance of considering different approaches and viewpoints that encourage your students to evaluate their own beliefs?
5. How do you like to present new material? What types of classroom activities do you prefer?
6. How do you see your role in class? (In terms of a continuum between teacher-centered on one end and student-centered on the other.)
7. How do you see the role of students? How much responsibility do you provide for and expect of your students? Do you expect the same responsibility from each one?
8. Do your students' socio-economic, cultural and linguistic backgrounds affect your teaching methods? (If yes): In what ways?
9. In terms of the upcoming lesson:
  - a) Please describe the class - size, grade, subject; how many culturally, linguistically, and socio-economically diverse students are in your class?
  - b) What is the objective of the lesson?
  - c) What types of SLA strategies will you use with the ELL students?
  - d) What types of assessment strategies will you use?
  - e) What types of materials will you use?

**Post-Observation:** What was the teacher's impression of the lesson? Did s/he think the objectives were accomplished? Why? (Pre and post interviews)

### **Equity Issue Paper (15% PBA)**

#### ***Equity Issue Paper Guidelines***

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 outcomes and the outcomes themselves.

- Identify an issue of interest to you and of importance in your school. This issue may be one that emerges naturally from your Bridging interviews or from your fieldwork analysis as a topic on which you would like to focus additional attention.
- Do some background reading on studies of the issue in other settings, the impact of discriminatory processes, and other information related to your area. Use our course readings as a starting point.
- You can also use the GMU library online databases at <http://www.library.gmu.edu> for additional information.
- Synthesize your findings for Section I of your paper.
- Begin to use your findings to reflect on your school.
- Think about how the issue is or is not being addressed and how members of the oppressed group may be affected. Begin to write up your observations and reflections for Section II.
- Identify two strategies, activities or programs that could be used in your setting.
- Based on your readings, note create an action plan that you will implement in your classroom and share with institutional leaders in your setting. Write up these ideas in Section III.
- Present your paper (with sections I-III) to others in your issue group discussion forum on blackboard.
- Read carefully through the papers of your colleagues and take careful notes on your reactions; what ideas do their approaches give you that could benefit your own setting? After reading through their proposed solutions, offer your perspective and suggestions to them for other possible interventions they may have overlooked. Include frank but respectful feedback on their ideas.
- After receiving feedback from your peers, write a Section IV for your paper, noting and evaluating their feedback, reflecting on how their suggestions may relate to your workplace. Also, note your reflections upon reading their reports.
- Implement your action plan in your classroom; collect anecdotal data from students, peers and your own reflections on the effect of the strategies.
- Carefully proofread and provide APA citations for all professional literature consulted.

### *Equity Issue Paper Content & Format: (7-10 pages)*

#### **Section I: Introduction to the Issue in your Setting**

What is the background on the issue?

How is it manifest in your setting?

Why is it of concern to you?

What were your purposes for focusing on this issue for your study?

How is the issue handled in your professional context?

How do others view members of the oppressed group?

#### **Section II: Research Related to the Issue**

When did this issue first come to the attention of reformers?

What studies have been done on the impact of this issue?

What interventions have been successfully implemented in other settings?

Based on the literature, what are the effects on the oppressed group members?  
What are the sensitivities/majority culture values regarding your issue?  
How do these factors apply to your environment?

### **Section III: Possible Interventions**

Based on your review of the literature, what are some possible remedies for the situation?  
In light of cultural constraints, how empowered do you feel to address the issue?  
Within the context of your current professional position, what specific remedies can you offer to improve the equitable handling of your issue?  
What benefits can you envision for such interventions?

### **Section IV: Additional Feedback**

What have you learned from the experience of reviewing your peers' work on the same issue?

What suggestions did your peers offer you?

Do you agree or disagree with their views? Why?

What else was significant for you in learning about this issue from interacting with your colleagues?

### **Conclusion**

How has your awareness changed?

What is your current thinking on issues of culture, diversity, multiculturalism?

How will you address this equity issue in your own classroom?

## **Equity Issue Presentation (Informal class presentation) (5%)**

### *Guidelines*

1. The purpose of this presentation is to build awareness and knowledge across issue groups, so that your colleagues who have focused on other areas can benefit from you have learned and improve their own development as teachers.
2. Your equity issue presentation should provide an overview of your issue, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your peer group, and your own reflections/conclusions.
3. Your presentation can be as technologically simple or advanced as your capability/access to technology/goals allow. The purpose is to share information in the clearest way possible. You could use a text or word outline, power point, Adobe Professional, text files, or other medium, as long as it is accessible on a standard computer.

## **Philosophy of Teaching Statement (15% PBA)**

In this two-part assessment, you will use your personal beliefs and growing professional knowledge about TESOL to write or revise a Philosophy of Teaching statement. This is a two part assignment that begins in EDCI 516 or EDUC 537 and concludes in the alternate course.

Your paper will need to 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 need to

incorporate the history of ESL as well as policy issues for reflection and clarification (from knowledge in EDCI 516). You will need to incorporate understanding of multicultural education and issues of equity in the classroom as well (from knowledge in EDUC 537). Additionally, you need to define your professional staff development options (in a series of steps) based on your own personal reflections and analysis of student outcomes. Lastly, you need to build partnerships with colleagues and students' families as well as how you can be a community resource and advocate for your students. Keep the following questions in mind:

- 1) How will your understanding of theories related to language learning shape your teaching in the future?
- 2) What information about ESL history, research, public policy, and current practice will inform your instruction? What information about best practices in multicultural education and culturally responsive teaching will inform your instruction?
- 3) Reflect on your role as a TESOL professional and describe your goals for ensuring success of your students and yourself as a professional?
- 4) How has your philosophy of teaching changed overtime? Give specific examples based on coursework, personal experiences, and, if applicable, your previous version of your philosophy of teaching.

This Philosophy of Teaching Statement should be integrated with any previously created statement while being sure to incorporate the specific ideas and questions outlined here. The statement should be a cohesive, first-person narrative of no more than 5 double spaced pages that provides a clear picture of your classroom and your role as a teacher. For some purposes, an extended description is appropriate, but length should suit the context. The statement should include detailed self-reflection that discusses the role and characteristics of an effective teacher and expands on your own beliefs about professional development as a teacher. Finally, your statement should reflect your understanding of and commitment to the critical issues to teaching second language learners.

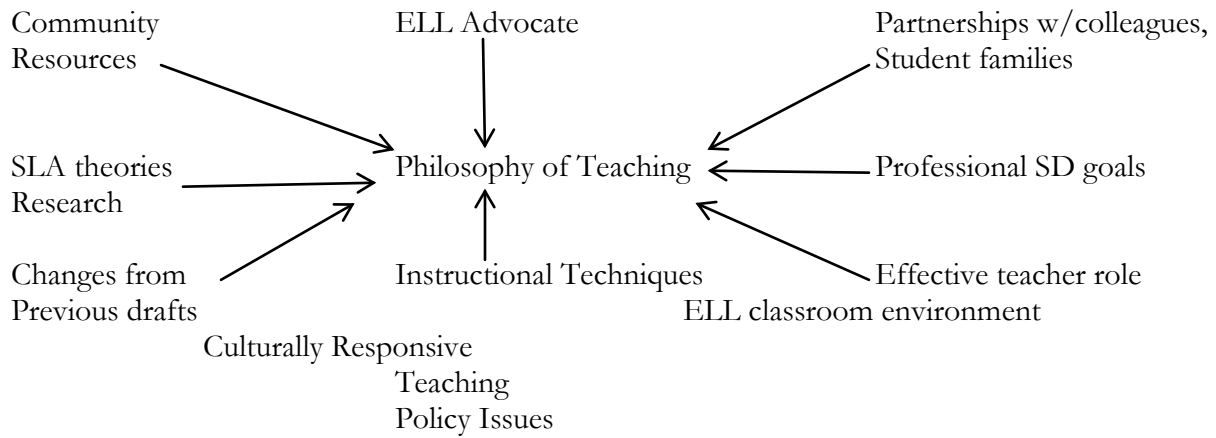
#### *Additional Guidance for Philosophy of Teaching*

It should be personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students. It is written in first person, in most cases. Writing in first person is most common and is the easiest for your audience to read. "Own" your philosophy. Write about your experiences and your beliefs. Explain what and why you believe, making this clear to the reader.

The paper should be reflective. To be effective and constructive, reflective writing needs to go beyond descriptions of events, readings or personal experience. You need to step back, explore, analyze; consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied; make connections to relevant theories, supporting your ideas by references to other literature and to research; consider legal and organizational implications; show awareness of social and political influences; show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn about your development as a career educator.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people “see” you in the classroom. By including very specific examples of teaching strategies, assignments, discussions, etc., you help readers visualize what actually happens (or will happen) in your learning environment. Use the following diagram to guide the development of your Philosophy of Teaching.



**TENTATIVE COURSE SCHEDULE for EDUC 537  
FALL 2014  
Monday 5-8 p.m.**

Class/Date	Theme/Topic	Readings	Assignments DUE
Sept 8, 2014 ONLINE	Introductions Syllabus Overview Rationale and goals of multicultural education	Banks, Chapter 1 & 2 Cushner, McClelland, & Safford, Chapters 1, 2, & 3  Defining Multicultural Education (from Multicultural Supersite): <a href="http://www.edchange.org/multicultural/initial.html">http://www.edchange.org/multicultural/initial.html</a> Defining Multicultural Education (from the National Association of Multicultural Education): <a href="http://www.nameorg.org/resolutions/definition.html">http://www.nameorg.org/resolutions/definition.html</a>	- Introductions
Sept 15, 2014	School culture, classroom organization, & school policy	Banks, Chapter 3 Cushner, McClelland, & Safford, Chapters 4 & 5  Rosado, C (1996). What Makes a School Multicultural? Retrieved from <a href="http://www.edchange.org/multicultural/papers/caleb/multicultural.html">http://www.edchange.org/multicultural/papers/caleb/multicultural.html</a> Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.	- Discuss the interviewees, interview protocol drafts & notify instruction of interview for Bridging the Divide paper - Sign up for group presentations - Select articles and sign-up for dates of presentation
Sept 22, 2014	Teacher culture: equity and the role of the teacher.	Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C. M. (Ed.), <i>School-age connections</i> , 2(6), pp. 1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from <a href="http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html">http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html</a>  McIntosh, P. (2000). White Privilege: Unpacking the invisible knapsack.	- Notify instructor of Field Experience Site & Cooperating Teacher - Bridging the Divide Interview Completed - <b>Student Presentations(2)</b>
Sept 29, 2014	Socioeconomic equity in education	Banks, Chapter 4 Cushner, McClelland, & Safford, Chapter 13  Delpit, L. (1995). Education in a multicultural society. Wong, S. (2000). Transforming the politics of schooling...	- Discuss sections I & II of Bridging the Divide Paper - <b>Student Presentations(2)</b>
Oct 6, 2014	Race and Ethnic equity in education	Banks, Chapter 11 Cushner, McClelland, & Safford, Chapter 6  Bonilla-Silva (2002). The linguistics of color-blind racism. Lawrenc. (1997). Beyond racial awareness.	- Discuss sections III & IV of Bridging the Divide Paper - <b>Student Presentations(2)</b>

		Schniedwind, N. (2005). "There ain't no white people here!"	
Oct 13, 2014	HOLIDAY	HOLIDAY	
Oct 20, 2014	Linguistic equity in education	Banks, Chapter 12 Cushner, McClelland, & Safford, Chapter 8  Christenen, L. (1990). Teaching Standard English – Whose Standard: Thomas & Collier. (2003). The multiple benefits of dual language.	- Discuss Section I of Field Experience Project  <b>BRIDGING THE GAP PAPER DUE AND PRESENTATION TODAY</b>
Oct 27, 2014	Gender Equity and Sexuality in Education	Banks, Chapters 6, 7, 8, & 9 Cushner, McClelland, & Safford, Chapter 10	- Discuss section II of Field Experience Project. - <b>Student Presentations(2)</b>
Nov 3, 2014	Ability and educational equity	Banks, Chapters 13, 14, & 15 Cushner, McClelland, & Safford, Chapter 12	- Discuss section III of Field Experience Project - Student Presentations(2) - <b>GROUP PRESENTATION 1</b>
Nov 10, 2014	Religion and educational equity	Banks, Chapter 5 Cushner, McClelland, & Safford, Chapter 9  2009 Project on Religious Freedom: <a href="http://www.state.gov/g/drl/rls/irf/2009/index.htm">http://www.state.gov/g/drl/rls/irf/2009/index.htm</a>	- Discuss Final Paper Projects - <b>Student Presentations(2)</b>  <b>FIELD EXPERIENCE PROJECTS DUE</b>
Nov 17, 2014	Curricular and Pedagogical Reform	Banks, Chapter 10  Understanding Multicultural Curriculum Transformation <a href="http://www.edchange.org/multicultural/curriculum/concept.html">http://www.edchange.org/multicultural/curriculum/concept.html</a>  Gay, G. (2002). Preparing for culturally responsive teaching. Gere, et al. (2009). A visibility project: Learning to see how pre-service teachers take up culturally responsive pedagogy.	- Discuss section I of Equity Paper with Equity Group Peers - <b>Student Presentations(2)</b> - <b>GROUP PRESENTATION 2</b>
Nov 24, 2014	Transformative Multicultural Education. Practical Applications to further equity	Banks, Chapter 16 & 17	- Discuss section II of Equity Paper with Equity Group Peers - <b>GROUP PRESENTATION 3</b>



Dec 1, 2014	Educational equity in a global context.	<p>Cushner, McClelland, &amp; Safford, Chapter 7</p> <p>Chang, H. (2003). Multicultural education for global citizenship: A textbook analysis. Electronic Magazine of Multicultural Education [online], 5(2). Retrieved January 24, 2005 from <a href="http://www.eastern.edu/publications/emme/2003fall/chang.html">http://www.eastern.edu/publications/emme/2003fall/chang.html</a></p> <p>Lund, D. (2003). Building global awareness: Engaging student leaders in social responsibility. Electronic Magazine of Multicultural Education [online], 5(2). Retrieved January 24, 2005 from <a href="http://www.eastern.edu/publications/emme/2003fall/lund.html">http://www.eastern.edu/publications/emme/2003fall/lund.html</a></p>	<ul style="list-style-type: none"> <li>- Discuss section III of Equity Paper with Equity Group Peers</li> <li>- <b>GROUP PRESENTATION 4</b></li> </ul> <p><b>EQUITY PAPER PRESENTATIONS DUE DEC 8, 2014</b></p>
Dec 8, 2014	Equity in our teaching/global context.	Peer presentations and discussions	<p><b>EQUITY PAPER PRESENTATIONS</b></p> <p><b>EQUITY PAPERS DUE DEC 13, 2014 by midnight</b></p>
Dec 15, 2014	Wrap up & evaluations	<b>Wrap up-Final Thoughts, Next Steps Course Evaluation</b>	<b>PHILOSOPHY OF TEACHING DUE by midnight</b>