



Ph.D. in Education Program



EDUC 894-003 Syllabus—CRN 82802—Fall 2015

SEMINAR IN MULTICULTURAL EDUCATION

COURSE AND INSTRUCTOR INFORMATION

| | |
|--------------------------------------|------------------------------------|
| Class meeting day & time: | Wednesday, 7:20pm-10:00pm |
| Class meeting location: | Innovation Hall 139 |
| Semester dates: | August 31-December 21, 2015 |
| Instructor: | Professor Elavie Ndura |
| Office phone: | 703-993-9424 |
| Office location: | Thompson Hall 1501, Fairfax |
| Office hours: | By appointment |
| E-Mail address: | endura@gmu.edu |

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

COURSE DESCRIPTION FROM GMU 2015-2016 CATALOG

Examines knowledge base, policy issues, and curricular and instructional features of multicultural education in the United States and other countries.

Prerequisite(s):

Admission to the Ph.D. in Education program or permission of instructor.

EXPANDED COURSE DESCRIPTION AND RATIONALE:

Doctoral Seminar in Critical Multicultural Education

This doctoral seminar will examine the social, political, historical, and pedagogical aspects of multicultural education in the United States and other countries. Grounded in current theories, critiques, and research on multicultural education, the course aims to assist educational researchers develop skills in scholarship, reflection and debate. To do this, we will examine the multicultural debate, its theoretical aspects, cultural identity and differences, the politics of recognition and social justice and its relationship to educational policy and practice. Our goal is to understand what is at stake in multicultural education and why it is so controversial in the United States and beyond.

As a doctoral seminar, the course will require extensive participation and input from students. The instructor will take on the role of the facilitator, catalyst, and resource regarding the issues under study. Because the topics in this course are sensitive and sometimes uncomfortable to discuss, the instructor will create a safe, supportive, and open environment--one that is civil, yet critical of ideas. We expect this class to be an arena where people will treat each other with respect, take risks, and listen actively to other participants' ideas. Finally, you do not need to feel that you have to agree with the professor, the text, or with a politically correct or incorrect position. Most importantly, no one will be punished or demeaned for his or her perspective (s) in this course.

This doctoral seminar will begin with classic readings on CME. Then we will venture into critical race theory (CRT), and analyze the ways that gender identity/sexual orientation topics are treated in CME. The seminar will end with an exploration of the implications of CME for educational policy, practice, and research.

COURSE DELIVERY

EDUC 894-003 is a doctoral seminar and will be organized around whole class discussions, small discussions, and individual or group presentations. Students are expected to attend classes, read all the course materials, and come prepared to participate in class discussion. Preparation means not only reading the course materials and reflecting on them critically, but also being ready to participate in meaningful class discussions.

EDUC 894-003 will engage participants in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, candidate-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

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

COURSE OBJECTIVES

The specific objectives of this doctoral seminar include:

- To study the development and major tenets of multicultural education in the United States and other countries;
- To analyze the contributions and critiques of feminism, postmodernism, and critical race theory to multicultural education;
- To examine the development of critical multicultural education as a significant theoretical construct in education and education research;
- To understand how critical multicultural education might apply to participants' own developing research agendas;
- To help participants develop as scholars and as future educational leaders in today's global society.

LEARNER OUTCOMES

Upon completion of EDUC 894, doctoral students should be able to demonstrate:

1. Mastery of knowledge in multicultural education history, principles, and practice;
2. Knowledge of research related to culture and language issues;
3. Ability to conduct applied and/or original research that is sensitive to cross-cultural issues;
4. Ability to critique higher education literature and to discern quality research design;
5. Ability to analyze and synthesize what they have learned in a coherent, reflective manner and to express that synthesis in both oral and written forms.

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 on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of non-participation online. 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>].

Additional Course Expectations

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- If you must miss a class session, please inform the instructor ahead of time by email to discuss class make-up options. Consistent tardiness will be counted as an absence.
- All assignments must be completed and submitted on time. Assignments submitted past the deadline will earn a maximum grade of “C”.
- Inform the instructor in writing via email prior to assignment due dates of any difficulties that may result in delayed assignment submission.
- All written assignments must be submitted both electronically into Blackboard and as hard copies to the instructor

ASSIGNMENTS, ALIGNED WITH SEMINAR OUTCOMES AND OBJECTIVES

Given the nature of this doctoral seminar, I will expect you to co-construct the course based on your particular interests and experiences, and on the goals that you have articulated in your doctoral studies program.

One way to construct this seminar is through the topics you present in class. Another is by leading a discussion of a required reading (both of these are discussed in more detail below).

The requirements for this doctoral seminar are:

| Seminar Requirements (assignments) | | Grading | Due date |
|---|---|-----------|---------------|
| 1) Attendance, participation, readings | | 10 points | Ongoing |
| 2) Annotated bibliography on Critical Multiculturalism in your area of specialization [15-20 entries] | 10-15 page paper | 30 points | Week six |
| 3) Presentation and leading a discussion (or discussions) based on shared readings, | | 20 points | As scheduled |
| 4) Final project – two options available, please select one of the following: | 15-20 page paper | 40 points | Week Fourteen |
| | <ul style="list-style-type: none"> Reflection Paper: The role of context, identity, and pedagogical tools in learning to teach for social justice and equity | | |
| | <ul style="list-style-type: none"> Critical Book review for scholarly or professional publication (10 pages not including appendices or references) | | |

I. Attendance/ Participation/ Readings -- Ongoing

Please come to class having completed the readings for that day and be prepared to participate actively in discussions and activities, as well as to listen actively to your colleagues. Much of what we do in class will require collaboration (e.g., small group discussions), so there will be many opportunities for you to work together. We will work diligently to encourage as many voices as possible to speak, but we ask that you assist this effort by monitoring your own contributions.

Speak out if you have spent more time listening. Listen if you have spent more time speaking. Controversial topics will undoubtedly arise throughout the semester. I ask that you listen and respect various perspectives presented. If at any time you feel silenced by the conversation, please make an appointment with me to discuss the issue.

Each student is responsible for assigned readings and course participation. Discussion and debate are crucial for the successful integration of scholarly materials. Other students will be enriched by your contributions to the class.

Evaluation of your participation will be based on two general criteria:

- a) The first, and more easily assessed criterion, is quantity of participation.
- b) The second, and less easily assessed criterion, is quality of participation.

Examples of questions that underlie the evaluation of quality include:

- Does the student demonstrate a basic understanding of the assigned reading material?
- Can the student identify common themes in the readings, and use those themes to integrate and compare the articles?
- Does the student use the readings as a basis to develop new ideas or insights?
- Can the student formulate appropriate critiques of the readings and defend his/her position in discussion with other class members?

II. Annotated bibliography on *Critical Multiculturalism* in your area of specialization (10-15 pages with 15-20 entries)

Students will construct an *informative*, annotated bibliography written in *paragraph* form, and following APA style [please see guidelines in second part of this syllabus).

An annotated bibliography is a list of citations of articles, books, and other publications on a particular topic. Each citation is followed by a relatively brief paragraph that summarizes the source's argument and other relevant material, including its intended audience, sources of evidence, and methodology.

The assignment will be completed individually outside of class. Before beginning the assignment, please read the guidelines on preparing an annotated bibliography. For this assignment, students will

- Select fifteen to twenty (15 to 20) relevant scholarly sources.
- Identify whether each source is primary or secondary and, if it is a secondary source, whether it is a scholarly or a popular source. The bibliography should be organized around these categories. The first part of the bibliography should cover primary sources. The second part should focus on secondary sources and be broken down into scholarly and popular sources.
- Properly cite each source in APA format.
- Write an annotation for each source. The annotation should succinctly summarize the source's argument, sources of evidence, and methodology. The annotation should also indicate the primary audience of the work.
- Write a two-page reflection on the annotated bibliography that identifies areas where there is sufficient information to answer the research question and areas where there are gaps or shortcomings in the sources reviewed. It should also discuss the types of sources reviewed and whether there are a sufficient number of scholarly sources. Finally, the synthesis should identify sources that are not relevant to the research question and note areas where additional help is needed to find information needed to answer the research question adequately.

III. Presentation and leading a discussion (or discussions) based on shared readings,

Given the extensive readings for the seminar, each of you will prepare a discussion based on the readings for at least one class session.

Although all students are expected to read all the assigned texts and other readings, the group leader will prepare an in-depth overview of the particular reading and act as a catalyst for further dialogue about the issues presented in the materials.

You are expected to select the readings you want to present during the first class session.

Read the assigned materials of your choice, conduct some additional research as appropriate, and then prepare and present a 30-minute presentation. You should plan to meet with me at least once as you develop your presentation if you need further guidance. Consider the following information:

- 1) This is a research project, not a book report. The assigned material should be your starting point – expect to do whatever additional research is required to expand and deepen your knowledge of the issues the material presents. Remember that the presentation is only one aspect of the project.
- 2) Remember that your presentation should demonstrate your grasp of the topic and engage the active participation of the rest of the class. What are your own assumptions? How do they shape your interpretation of the material?
- 3) Do not wait until the last minute to start communicating with the instructor – schedule an appointment as early as possible, and allow a minimum of two weeks before your presentation. Be prepared to discuss and debate your interpretation of the issues raised in your research. The first question we will ask is “What is the lens that you will be looking through to talk about your reading?”
- 4) Think about connections to previous readings and discussions, and how you might build upon them. Make sure that you read the assigned chapters/articles for the current week – well in advance.
- 5) Do not lose sight of the forest for the trees -- what is the reading really about? You may find it helpful to write a one-paragraph summary. Decide on the single most important idea you want your classmates to carry with them, and then decide on the best way to convey it.
- 6) Remember the three required components:
 - a. Factual information
 - b. Use of visual and/or
 - c. Audio media, if necessary.
- 7) Think carefully about how you allocate your time. A “warm-up” activity that takes 10 minutes leaves only 20 minutes for the rest of your presentation. Make every minute count – be sure that each activity makes a substantial contribution to your classmates’ understanding of your topic.
- 8) Any film or audio clips should be a maximum of 4 minutes long –a minute or less is better.

- 9) Remember that overheads require different formats than handouts. As a rule, your overhead text should be at least 28-point font. If you cannot read it easily from the back of the room, it's too small.
- 10) Save the trees! -- make handouts only if they are integral to your presentation.
- 11) Remember that this doctoral seminar is a collaborative effort and will be graded as such. Your grade will be based on the entire group process, not simply the presentation.
- 12) Practice your presentation, even if it's going to be extemporaneous – 30 minutes goes by a lot faster than you think it will. You and your partners need to take responsibility for keeping your presentation within time limits, so work out your time management strategies in advance.
- 13) In critiquing your presentation, ask these questions: Does it
 - a. Demonstrate your grasp of the topic?
 - b. Actively engage the class?

Just to let you know, after your presentation is done, there will be a multi-layered critique of it. The class will constructively critique it, will see “what worked” and “what could have been done better.” Once the critique is over, we will have a group discussion about what the group experienced and the content of the material presented.

IV. Final project: Scholarly paper – Two options available, please select one of the following:

For the final project, you are expected to demonstrate a critical understanding of the arguments made. I am not looking for a summary of one or more texts. What I want to see is a critique demonstrating serious thought connecting the specific topic to other topics, or to theory or practice. I look for originality of thought, logic, quality of argument, and well-written ideas within a limited volume. Despite their length, these papers should be comprehensive, rigorous, and original. In writing them, you may consider answering the following questions:

- What did you learn, relearn or unlearn in these readings or book research presentations?
- What changes, if any, did you experience in your assumptions, attitudes, beliefs, or values?
- Did you disagree with anything said by the authors (s) or reading presentations?
- Was there anything that was so important in the readings and presentations that you will never forget?

1) Reflection Paper (15-20 pages not including appendices or references)

You are expected to write a reflection on multicultural education in the 21st century where you critically analyze and discuss the role of context, identity, and pedagogical tools in learning to teach for social justice and equity.

You may decide to develop the paper based on an idea you have for your comprehensive paper, or you may want to develop it as an outgrowth of a study you have done, or a

presentation you have made (or will make) at a conference. The paper should include an overview of relevant research.

2) Critical Book Review for scholarly or professional publication (15-20 pages not including appendices or references)

One critical book review is an *optional requirement* for this doctoral seminar. This assignment is designed to give you experience in reading and understanding published works in the area of critical multicultural education.

If you are unsure how to write a book review, please check National Education Policy Center's *Education Review* at <http://edrev.asu.edu>

You will be called upon to present your review to the class. You are free to choose a work of your choice in the area of multicultural education.

REQUIRED TEXTS

Banks, J.A. & McGee Banks, C.A. (Eds) (2004). *Handbook of research on multicultural education* (2nd ed.). San Francisco: Jossey-Bass.

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

RECOMMENDED BOOKS FOR ADDITIONAL READING AND FINAL REVIEW PAPER

Bonilla-Silva, Eduardo (2010). *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States* (3rd ed). Lanham : Rowman & Littlefield Publishers

Gándara, Patricia C. and Contreras, Francis (2009). *The Latino Education Crisis*. Cambridge, MA: Harvard University Press.

Glazer, Nathan (1997). *We Are All Multiculturalists Now*. Cambridge, MA: Harvard University Press.

Gonzalez, Gilbert (1990). *Chicano Education in the Era of Segregation*. Philadelphia: The Balch Institute Press.

- hooks, bell (2000). *Feminism is for everybody: Passionate politics* Cambridge, MA: South End Press.
- Kincheloe, Joe L. and Steinberg, Shirley R. (1997). *Changing multiculturalism*. Buckingham [England] ; Philadelphia : Open University Press.
- Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American Children* (2nd ed). San Francisco: Jossey Bass.
- Lee, Stacy (2009). *Unraveling the “model minority” stereotype: Listening to Asian American Youth* (2nd ed). New York: Teachers College Press.
- Noguera, Pedro and Jean Yonemura Wing, Eds. (2006). *Unfinished Business: Closing the racial achievement gap in our schools*. San Francisco: Jossey-Bass.
- Schlesinger, Jr., Arthur M. (1998). *The Disuniting of America: Reflections on a multicultural society* (Rev. and enlarged ed). New York: W.W. Norton.
- Schmidt, Ronald (2000). *Language Policy and Identity Politics in the United States*. Philadelphia: Temple University Press.
- Taylor, Edward; Gillborn, David & Ladson-Billings, Gloria (2009). *Foundations of Critical Race Theory in Education*. New York: Routledge.
- Tatum, Beverley Daniel (2003). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books.
- Valenzuela, Angela (1999). *Subtractive Schooling: U/S/ Mexican youth and the politics of caring*. Albany, NY: SUNY Press.
- Zinn, Maxine Baca & Dill, Bonnie Thornton, Eds. (1994). *Women of Color in U. S. Society*. Philadelphia: Temple University Press.

TENTATIVE COURSE SCHEDULE FOR EDUC 894-003**Fall 2015****Wednesday, 7:20 p.m. – 10:00 p.m.**

| Week/ Date | Themes/ Topics and Activities |
|----------------------------------|---|
| Week One 9/02/2015 | Introductions; Syllabus Overview; Setting the Context for Multicultural Education and Research <i>*Due Today: Selection of Book Reviews and Presentation sign-ups.</i> |
| Week Two 9/09/2015 | ❖ History, Characteristics and Goals of Multicultural Education ❖ Introduction to Library Research Readings: Banks & McGee Banks (2004), Chapters 1, 2 & 3 |
| Week Three 9/16/2015 | ❖ Issues, Trends, and Developments in Multicultural Education Readings: Banks & McGee Banks (2004), Chapters 4, 5 & 6 |
| Week Four 9/23/2015 | <i>Independent study and research day: Students work independently on course assignments</i> |
| Week Five 9/30/2015 | ❖ Research and Issues in Multicultural Education Readings: Banks & McGee Banks (2004), Chapters 7, 8, 9 & 10 |
| Week Six 10/07/2015 | ❖ Knowledge Construction and Critical Studies in Multicultural Education and Research Readings: Banks & McGee Banks (2004), Chapters 11, 12 & 13 <i>*Due Today: Annotated Bibliography on Critical Multicultural Education</i> |
| Week Seven 10/14/2015 | ❖ Ethnic Groups in Historical and Social Science Research Readings: |

| | |
|---|---|
| | Banks & McGee Banks (2004), Chapters 14, 15, 16,17 & 18 |
| Week Eight 10/21/2015 | <p>❖ The Education of Immigrant Children and Youth</p> <p>Readings:</p> <p>Banks & McGee Banks (2004), Chapters 19, 20 & 21</p> |
| Week Nine 10/28/2015 | <p>❖ The Education of Ethnic Groups</p> <p>Readings:</p> <p>Banks & McGee Banks (2004), Chapters 22, 23, 24, 25, & 26</p> |
| <i>Week Ten</i> <i>11/04/2015</i> | <i>Independent Study and Research Day: Students work independently on course assignments</i> |
| Week Eleven 11/11/2015 | <p>❖ Language Issues in Multicultural Education</p> <p>Readings:</p> <p>Banks & McGee Banks (2004), Chapters 27 & 28</p> |
| Week Twelve 11/18/2015 | <p>❖ Academic Achievement: Approaches, Theories, and Research</p> <p>Readings:</p> <p>Banks & McGee Banks (2004), Chapters 29, 30, 31, 32, 33, 34 & 35</p> |
| Week Thirteen 11/25/2015 | <i>Thanksgiving Recess: No Class</i> |
| Week Fourteen 12/02/201 | <p>❖ Intergroup Approaches to School Reform</p> <p>Readings:</p> <p>Banks & McGee Banks (2004), Chapters 36, 37, 38, 39, 40, & 41</p> <p><i>*Due Today: Final Project</i></p> |
| Week Fifteen 12/09/2015 | <p>❖ Multicultural Education in Higher Education and Global Contexts</p> <p>Readings:</p> |

| | |
|--|--|
| | Banks & McGee Banks (2004), Chapters 42, 43, 44, 45, 46, 47, 48 & 49 |
| Week Sixteen 12/16/2015 7:30pm- 10:15pm | <p>*NOTE: Class Final Exam Time: 7:30 pm-10:15 pm</p> <p>Conclusions; Final Paper Feedback</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> |

Graduate Grading Scale

<http://catalog.gmu.edu/content.php?catoid=19&navoid=4068#gradgrading>

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 | 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 this 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 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 TCLDEL office [See: <http://jjju.gmu.edu/catalog/apolicies/gradstandards.html>].

PERFORMANCE-BASED ASSESSMENT REQUIREMENT IN TCLDEL

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment, XXXXXXXXXXXX, project to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. ***EDUC 894-003 does not have a PBA requirement.***

**GEORGE MASON UNIVERSITY POLICIES
AND RESOURCES FOR CANDIDATES**

- 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/the-mason-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/ask>]. CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at 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.

Detailed Assignment Guidelines and Rubrics

CLASSROOM AND ONLINE-PARTICIPATION

10% of Final Grade

Discussion Questions over the Main Readings:

Each session will include required readings. Your assignment is to do all the assigned readings and come to class prepared to discuss them. You are required to come to each class with a written-out discussion question ---a query, puzzle, or issue about the readings you would like to have discussed in class.

Your active contributions to the discussions, questions, and comments in class will account for 10% of your grade and academic credit.

ANNOTATED INFORMATIVE/ SUMMATIVE BIBLIOGRAPHY

Fifteen to twenty (15 - 20) relevant scholarly sources.
(Written in *paragraph* form, and following APA style)

(10-15 page paper)---**30 % of Final Grade**

An annotated bibliography includes descriptions and explanations of your listed sources beyond the basic citation information you usually provide.

An annotated bibliography provides specific information about each source you have used. As a researcher, you have become an expert on your topic: you have the ability to explain the content of your sources, assess their usefulness, and share the information with others who may be less familiar with them.

Your annotative bibliography should give evidence proving an analytical understanding of the sources you have used.

What does an annotated bibliography do?

A good annotated bibliography:

- Encourages you to think critically about the content of the works you are using, their place within a field of study, and their relation to your own research and ideas.
- Proves you have read and understand your sources.
- Establishes your work as a valid source and you as a competent researcher.
- Situates your study and topic in a continuing professional conversation.
- Provides a way for others to decide whether a source will be helpful to their research if they read it.
- Could help interested researchers determine whether they are interested in a topic by providing background information and an idea of the kind of work going on in a field.

What elements might an annotation include?

1. Bibliography according to the appropriate citation style (e.g., APA, 6th edition).
2. Explanation of the main points and/or purpose of the work—basically, its thesis—which shows among other things that you have read and thoroughly understand the source.
3. Verification or critique of the authority or qualifications of the author.
4. Comments on the worth, effectiveness, and usefulness of the work in terms of both the topic being researched and/or your own research project.
5. The point of view or perspective from which the work was written. For instance, you may note whether the author seemed to have particular biases or was trying to reach a particular audience.

6. Relevant links to other work done in the area, like related sources, possibly including a comparison with some of those already on your list. You may want to establish connections to other aspects of the same argument or opposing views.

Did you know that annotations have categories and styles?

Decisions, decisions

1. First, you will need to decide which kind of citation format is appropriate to the paper and its sources, for instance, APA. This may influence the format of the annotations and bibliography. Annotated bibliographies for APA format do not require a special title. Use the usual "References" designation.
2. APA uses a hanging indent: the first line is set flush with the left margin, and all other lines are indented four spaces.
3. After the bibliographic citation, drop down to the next line to begin the annotation, but do not skip an extra line.
4. The entire annotation is indented an additional two spaces, so that means each of its lines will be six spaces from the margin

Summarizing Annotations

Summarizing annotations in general have some defining features:

- They sum up the content of the source, as a book report might.
- They give an overview of the arguments and proofs/ evidence addressed in the work and note the resulting conclusion.
- They do not judge the work they are discussing. Leave that to the critical/ evaluative annotations.
- When appropriate, they describe the author's methodology or approach to material. For instance, you might mention if the source is ethnography or if the author employs a particular kind of theory.

There are two kinds of summarizing annotations: (a) informative and (b) indicative.

a) Informative annotation

Informative annotations sometimes read like straight summaries of the source material, but they often spend a little more time summarizing relevant information about the author or the work itself.

b) Indicative annotation

Indicative annotation is another type of summary annotation, but it does not attempt to include actual information from the argument itself. Instead, it gives general information about what kinds of questions or issues are addressed by the work. This sometimes includes the use of chapter titles.

Critical/evaluative annotation

Evaluative annotations do not just summarize. In addition to tackling the points addressed in summary annotations, evaluative annotations: evaluate the source or author critically (biases, lack of evidence, objective, etc.), show how the work may or may not be useful for a particular field of study or audience, explain how researching this material assisted your own project.

Writing style

What does it mean to use different writing styles as opposed to different kinds of content? Content is what belongs in the annotation, and style is the way you write it up. First, choose which content type you need to compose, and then choose the style you are going to use to write it.

a) Telescopic

This kind of annotated bibliography is a study in succinctness. It uses a minimalist treatment of both information and sentence structure, without sacrificing clarity. Warning: this kind of writing can be harder than you might think.

b) Paragraph

Do not skimp on this kind of annotated bibliography. If your instructor has asked for paragraph form, it likely means that you will need to include several elements in the annotation, or that she expects a more in-depth description or evaluation, for instance. Make sure to provide a full paragraph of discussion for each work.

RUBRIC

ANNOTATED BIBLIOGRAPHY ON CRITICAL MULTICULTURALISM

| Levels of Achievement | | | | |
|------------------------------|--|---|---|---|
| CITERIA | UNACCEPTABLE | BEGINNING: Does not adequately meet expectations | DEVELOPING: Meets expectations adequately | ACCOMPLISHED: Strongly meets expectations |
| Annotations | <p>Annotations are lacking in completeness, thought and/or writing quality.</p> <p>No variety of sources. Cites only one type of source.</p> | <p>Most of the annotations lack summaries.</p> <p>Relevance and usefulness of source to understanding the topic is not apparent.</p> <p>Most of the information is not logically and clearly written and understandable</p> | <p>Most of the annotations include summaries.</p> <p>Relevance and usefulness of source to understanding the topic is attempted.</p> <p>Most of the information is logically and clearly written and understandable</p> | <p>All annotations include summaries.</p> <p>Relevance and usefulness of source to understanding the topic is explained.</p> <p>All information is logically and clearly written and understandable</p> |

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| <p>Appropriateness of sources</p> <p>*Relevance of sources to multicultural education.</p> <p>*Sources represent a multicultural educational perspective or another appropriate discipline</p> <p>*Emphasis on scholarly sources</p> | <p>Many sources are overly broad or not relevant to a multicultural education research topic.</p> <p>Few peer-reviewed educational journals and publications or other scholarly publications appropriate to the topic</p> | <p>Some sources are overly broad or not relevant to a multicultural education research topic.</p> <p>Political science journals and publications or other scholarly works are underrepresented.</p> | <p>Most sources are specifically relevant to a multicultural education research topic.</p> <p>Includes some respected, peer-reviewed, educational journals and publications and other scholarly works appropriate to the topic.</p> | <p>All sources are specifically relevant to a multicultural education research topic.</p> <p>Includes respected, peer-reviewed, educational journals and publications and other scholarly works appropriate to the topic.</p> |
| <p>Accuracy of identifying type of source</p> | <p>Few or none of the sources can be considered reliable and/ or trustworthy.</p> <p>Many sources incorrectly identified as primary, secondary, scholarly, popular in annotated bibliography or are not organized around these categories.</p> | <p>Some sources can be considered reliable and/ or trustworthy.</p> <p>Some sources incorrectly identified as primary, secondary, scholarly, or popular in annotated bibliography.</p> | <p>Most sources can be considered reliable and/ or trustworthy.</p> <p>Most sources correctly identified as primary or secondary. Most secondary sources correctly identified as scholarly or popular.</p> | <p>All sources can be considered reliable and/ or trustworthy.</p> <p>All sources correctly identified as primary or secondary. All secondary sources correctly identified as scholarly or popular.</p> |

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| <p>Reflection *Identifies strengths and shortcomings of assembled sources *Reflects on whether these sources are relevant and useful *Identifies where further research is needed</p> | <p>Fails to reflect on one or more of these issues.</p> | <p>Reflection is brief and/or conclusions are not supported by the material included in the annotated bibliography.</p> | <p>Reflection generally examines each of the identified issues. Conclusions are generally supported by the annotated bibliography.</p> | <p>Reflection thoroughly examines each of the identified issues. Conclusions are supported by the annotated bibliography.</p> |
| <p>Mechanics. *Citation format Identifies main argument, sources of evidence, methodology, and target</p> | <p>Citations do not conform to APA style and/or are missing essential information. Annotation fails to identify one or more of the following: argument, sources of evidence, methodology, and target audience. Annotation has major grammatical, spelling, and/or stylistic errors.</p> | <p>Most citations conform to APA style but some minor errors. Annotation identifies each source's argument, sources of evidence, methodology, and target audience. Annotation has minor grammatical, spelling, and/or stylistic errors.</p> | <p>There are a few formatting errors in the document's citations. Most annotations are thoughtful, complete and well written. Few grammatical, spelling, and/or stylistic errors</p> | <p>All citations conform to APA style. Annotations clearly and succinctly identify each source's argument, sources of evidence, methodology, and target audience. Annotations are free of grammatical, spelling, and stylistic errors.</p> |

**PRESENTATION AND LEADING A DISCUSSION (OR DISCUSSIONS)
BASED ON SHARED READINGS,**

RUBRIC

| Levels of Achievement | | | | |
|------------------------------|---|---|--|--|
| CRITERIA | UNACCEPTABLE | BEGINNING: Does not adequately meet expectations | DEVELOPING: Meets expectations adequately | ACCOMPLISHED: Strongly meets expectations |
| Organization | Candidates cannot understand presentation: -- There is not sequence of information; --Logic of arguments is not made clear. | Candidates have difficulty following presentation; Organization seems haphazard (presenter jumps around). | Information is presented in logical sequence, which candidates can follow. | Presentation is clear, logical and organized. Candidates can follow line of reasoning. |
| Subject Knowledge | Presenter does not have grasp of information nor can s/he answer questions about subject. | Presenter is uncomfortable with information and is only able to answer rudimentary questions. | Presenter is at ease with expected answer to all questions. However, fails to elaborate. | Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |
| Style | Presentation is too elementary or too sophisticated for EDUC 894. | Much of the information is read. Aspects of presentation are | Level of presentation is generally appropriate. | Level of presentation is appropriate for the class. Presentation is a planned conversation/ |

| Levels of Achievement | | | | |
|------------------------------|---|---|---|---|
| CRITERIA | UNACCEPTABLE | BEGINNING: Does not adequately meet expectations | DEVELOPING: Meets expectations adequately | ACCOMPLISHED: Strongly meets expectations |
| | | too elementary or too sophisticated for EDUC 894. Presenter seems uncomfortable and can be heard only if listener is very attentive. | Pacing is sometimes too fast or slow. Presenter seems slightly uncomfortable at times, and candidates occasionally have trouble hearing her/him. | dialogue, paced for audience understanding. It is NOT a reading of a paper. |
| Instructional Aids | No communication aids are used -- (e.g., power point slides, handouts-- or they are so poorly prepared that they detract from the presentation. | Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Candidates may be confused. | Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids. | Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize candidates understanding. Details are minimized so that main points stand out. |

| Levels of Achievement | | | | |
|------------------------------|--|---|--|---|
| CRITERIA | UNACCEPTABLE | BEGINNING: Does not adequately meet expectations | DEVELOPING: Meets expectations adequately | ACCOMPLISHED: Strongly meets expectations |
| Responsiveness | Avoids or discourages active audience participation. Body language reveals a reluctance to interact with candidates. | Reluctantly interacts with audience. Responds to questions inadequately. Body language reflects some discomfort when interacting with candidates. | Generally responsive to comments and needs from EDUC 894 classmates. Most of the time, clarifies, restates, responds to questions, and summarizes when needed. Misses some opportunities for interaction. Body language reflects comfort when interacting with candidates. | Highly responsive to candidates comments and needs. Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects confidence and ease when interacting with classmates. |

Book Review Guidelines

Characteristics of a good book review:

The review should introduce the reader to the book's content and focus on the subject of the book being reviewed.

- Include an exposition of how the book fits into the current thinking on multiculturalism (e.g., a novel approach, an introduction, a magisterial review, the finest book on the subject ever written, etc.).
- Avoid repeating its table of contents; rather, give the reader some idea of the author's thesis and how he or she develops it.
- If the book is an edited collection of essays, or chapters by different individuals, give some idea of the overall theme and content, but be free to focus on specific chapters you consider particularly significant or worthwhile.
- Inform the reader about what is happening in the area of academic activity the book addresses; what the state of knowledge is in the subject; and how this new book adds, changes, or breaks new ground in our knowledge of this subject.

The review should be fair to the author.

- Tell readers the motivation that led the author to write this particular book, who the intended audience is, and how the author handles his or her material.
- Convey the content of the book, not chapter by chapter so much as the entire book.
- Add flavor to the review by including pungent or revealing quotations from the book or notable fact or findings.
- Be specific. Give details. Try not to be too abstract or vague (e.g., avoid writing "interesting observations," unless you complement this with specific examples).

You should submerge your own opinions or reaction.

- Write the review about the book and its contribution to the subject, not about your (i.e., reviewer's) feelings on having read the book.

You should establish your authority to write the review.

- Do not point out or highlight the author's flaws, but display in a detailed and instructive way your expertise on the subject.
- Strive to make your review richly informative, even insightful.
- The finest reviews are extraordinarily understanding and moderately generous (but not uncritical), and they are enlightening little essays in their own right.
- There is no substitute for a careful reading of the book itself. Judgments about a book's usefulness and scholarly value based on a close reading of the text make the heart of a good review.

Components of the review:

- An introduction to the author(s), including the author's title and place of work, and some indication of who s/he is (i.e., professional background and expertise).
- A summary of the intended purpose of the book and how it contributes to improving academic field of multilingual/ multicultural education.
- A description of the way the author approaches his or her topic, the rigor of the research and scholarship, the logic of the argument, and the readability of the prose.
- A comparison with earlier or similar books in the field to place the book in the existing literature.
- An evaluation of the book's merits, usefulness, and special contributions, along with shortcomings you think are necessary to point out.

RUBRIC**Publishable Critical Book Review**

**15-20 pages, not including appendices or reference
(40points)**

- Outline of the book. Does the book review provide a through outline of the contents of the book (i.e., author's thesis and conclusion?)
- Assessment. Does the book review provide a thorough assessment of the book Is analysis backed by specific examples?
- Writing Style. Does the reviewer communicate her/ his ideas effectively at a doctoral level?
- Conventions. Are proper conventions used? Is citation used in the proscribe *APA Manual of Style* manner? Are there errors in grammar, spelling, punctuation?

| Levels of Achievement | | | | |
|------------------------------|---|--|--|--|
| CRITERIA | UNACCEPTABLE | BEGINNING: Does not adequately meet expectations | DEVELOPING: Meets expectations adequately | ACCOMPLISHED: Strongly meets expectations |
| Outline (Summary). | The review fails to summarize the book or does so in a random manner, failing to include all-important aspects of the book. It does not discuss themes or major ideas of the work. There may be one direct quote “thrown in” for effect. | The review summarizes the book in a partial manner and may not include important aspects of the book. Provides at least two excerpts from the book. | The review consists of a discussion of major themes and ideas and includes at least three excerpts from the work. Provides at least three excerpts from the book. | The review summarizes the book in a thorough, comprehensive and logical manner and includes all-important aspects (e.g., author's thesis and conclusion, its structure and sources). Provides at least four excerpts from the book. |
| Quotes | All direct quotes are noted by citing page numbers in parenthesis. | Quotes overused. Two or three direct quotes are noted by citing page numbers in | One or two direct quotes are noted by citing page numbers in parenthesis. | The book review contains direct quotes without any citation of page numbers. |

| Levels of Achievement | | | | |
|---|---|---|---|--|
| CRITERIA | UNACCEPTABLE | BEGINNING: Does not adequately meet expectations | DEVELOPING: Meets expectations adequately | ACCOMPLISHED: Strongly meets expectations |
| | | parenthesis; | | |
| Organization and Style | <p>The review randomly presents ideas. There is very little or no organization.</p> <p>Structure of the paper does not follow a logical order. There are not transitional phrases that make it easy to read ... or ... review is just a copying of the original book.</p> | <p>The review is moderately effective in the communication of ideas and illustrates limited and/or random organization of the material.</p> <p>Structure of the paper does not follow a logical order. The writing or ideas may “jump” around; it is not cohesive. There is not a clear introduction or conclusion.</p> | <p>The review is effective and shows a logical sequence of ideas.</p> <p>Structure of the paper flows and is easily read, but one or two transitions may be faulty of missing. There is some illogical order in sequence of topics. There is a clear-cut introduction, body and conclusion.</p> | <p>The review is highly effective, analytical, and demonstrates a logical sequence of ideas.</p> <p>Structure of the paper flows and is easily read because of smooth transitions from paragraph to paragraph. The sequence of topics is in logical order. There is a clear-cut introduction, body and conclusion.</p> |
| Conventions (format, mechanics, spelling) | Convention errors make it very difficult to discern the meaning of the review. The review is not ten pages. | Convention errors distract or obscure the meaning of the review. The review is not 3-5 pages long. | Occasional convention errors do not distract or obscure the meaning of the review. | Convention errors are rare. Citation is as assigned. |