This course uses the Blackboard course software (http://blackboard.gmu.edu). Students are expected to use a personal computer for preparing course requirements and teaching materials.

A. COURSE DESCRIPTION:

Examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Emphasizes the role of ethnicity in the development of the nation and its education system. Includes an overview of multicultural/multilingual curricula and culturally and linguistically responsive instructional and assessment techniques.

Ten hours of community-based field experience (e.g., FCPS’s Parklawn Family Center, 4602 Southland Avenue, Alexandria, VA, off Little River Turnpike, near Landmark; or at Bailey’s Elementary Heritage Language Literacy Club, 6111 Knollwood Drive, Falls Church, VA) is required.
B. COURSE DELIVERY:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

a) *Presentations* (i.e., lectures/lecturettes assisted by PowerPoint and other visuals);

b) Class Discussions (i.e., active involvement by all students in learning by asking questions that provoke critical thinking and thoughtful dialogue);

c) *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);

d) *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);

e) *Guest lecturers*;

f) *Student presentations*;

g) *Self-guided learning*

The seminar format of EDUC 537-001 requires the active participation of all students. As an experiential course, it is structured around discussion, hand-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings. Students should be prepared to discuss the content readings in class and on the Blackboard site in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

C. COURSE OUTCOMES:

Students completing EDUC 516 will:

1. Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning. (NCATE/ TESOL 2a).

2. Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement. (NCATE/ TESOL 2b).

3. Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for culturally and linguistically diverse students. (NCATE/ TESOL 3a).

4. Be familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them effectively with cultural and linguistically diverse students and content teaching. (NCATE/ TESOL 3c).
5. Demonstrate knowledge of history, research, and current practice in the field of culturally responsive pedagogy and apply this knowledge to improve teaching and learning. (NCATE/TESOL 5a).

Collaborate with and be prepared to serve as professional resources, advocate for culturally and linguistically diverse students, and build partnerships with students’ families.

D. PROFESSIONAL STANDARDS

EDCI 537 meets the following NCATE/TESOL Standards for Teacher Preparation:

**Culture.** 2a (nature and role of culture), 2b (Cultural groups and identity).

**Planning, Implementing, and Managing Instruction.** 3a (Planning for Standards-Based ESL and Content Instruction); 3c (Using resources effectively in ESL instruction).

**Professionalism.** 5a (ESL Research and History), 5b (partnership and advocacy).

For a complete description of the NCATE/TESOL Standards, please go to the following web site: [http://www.ncate.org/public/standards.asp](http://www.ncate.org/public/standards.asp) and look under Program Standards and Report Forms, then English as a Second Language (ESL).

Below is a visual representation of how the five NCATE/TESOL domains and standards are interrelated.
E. COURSE REQUIREMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

Note: Specific descriptions and scoring rubrics for each assignment can be found in the course information section of Blackboard [http://blackboard.gmu.edu].

<table>
<thead>
<tr>
<th>Project</th>
<th>Goal</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Informed Participation                      | • Informed participation and attendance at all classes is expected.  
   • All readings and assignments are to be completed prior to class.  
   • Active and informed participation in class and in electronic discussions based on your readings and experiences is required.  
   • Under extraordinary circumstances, students must inform instructor of the need for an absence from class.  
     \[ NCATE TESOL Standards 2a, 2b, 5a, 5b.  
     ACTFL NCATE Standards: 3a, 4a, 6a \] | 20 %                  | Each class meeting   |
| Reflective Personal Development Paper       | • Students will compose an autobiographical, reflective paper about their own life where they describe and analyze that experiences that have shaped their views of race, culture, and issues of diversity.  
   • Students will reflect on their own experiences in terms of cultural references, family background and interactions with others unlike yourself, and other factors determined by their own circumstances and upbringing.  
     \[ NCATE TESOL Standards: 2a, 2b, 5a, 5b.  
     ACTFL NCATE Standards: 3a, 4a, 6a \] | 20 %                  | Monday 10/11  
[Session Six]                                |
| Group Project: Community-Based Field Experience parental, Family, and Community Involvement | • Bridging the Divide: Culturally Diverse Families in Our Schools.  
   • Students will visit a local school-based Family Center and arrange home visits with families.  
   • Each team is required to conduct an interview of a family from a racial, linguistic, and socioeconomic and cultural background other than their own.  
   • Teams of 4 – 5 students will then meet to analyze and discuss the interviews as well as the cross-cultural experiences of each of its members, highlighting the lessons learned in a \[ 15 to 23-page \] group paper, + references. | 30 %                  | Monday 11/21  
[Session Eleven]                              |
NCATE TESOL Standards: 2a, 2b, 5a, 5b.
• ACTFL NCATE Standards: 3a, 4a, 6a

Final Paper: Making Choices for Multicultural Education: A Sixth [Social Justice} to Race, Class, and Gender.
• Inspired Sleeter & Grant (2003), each team will draft a hypothetical chapter seven: Education For Democracy, Equality, And Social Justice
• Teams of 4 – 5 students will draft a 20 to 25-page group paper following the guidelines posted in the course guidelines (Syllabus, part two).

TESOL Standards: 2a and 2b.

30 %

Monday 12/5
[Session Fourteen]

NOTE: All assignments are due at the beginning of class on the assigned day unless previous arrangements are made with the professor.

For assignments due at the end of the semester, if you would like the professor to return your paper with feedback, please include a stamped, self-addressed envelope.

F. TEXTS AND RESOURCES:

Required Readings

a. Books

b. Articles
Several required and recommended articles (with the exception of those listing a direct URL) are available from e-reserves. To access them, go to the website of the GMU library:
http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi

Under “select a course” select EDUC 537-001. Under “instructor” select Jorge P. Osterling
The password is chalk
GMU Electronic Reserves. Reading package available:
http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi

Course: EDUC 537
Osterling, Jorge
Password: chalk

Gorski, Paul. Critical paradigm shifts for multicultural education
http://www.edchange.org/multicultural/resources/paradigmshifts.html
Gorski, Paul & Covert, Bob. Defining Multicultural Education by Paul Gorski and Bob Covert
http://www.edchange.org/multicultural/initial.html

Matsumoto-Grah, Karen. Diversity in the classroom: A checklist
http://www.enc.org/topics/equity/articles/document.shtm?input=ACQ-111594-1594_001

Menkart, Deborah: Multicultural Education: Strategies For Linguistically Diverse Schools And Classrooms
http://www.ncela.gwu.edu/pubs/pigs/pig16.htm

Osterling, JP. Notes for a History of US Education: A Work in Progress
http://mason.gmu.edu/~josterli/History_US_Education.htm

Five Ways To Analyze Classrooms For An Anti-Bias Approach,

Addressing Homophobic Behavior In the classroom (Alan Horowitz)

Just facts about sexual orientation and youth A Primer for Principals, Educators and School Personnel

http://www.gse.harvard.edu/hfrp/pubs/onlinetolds/skills/


Ten Things Educators Can Do...To Ensure That Their Classrooms Are Safe Spaces For ALL Students
http://www.glsen.org/cgi-bin/iowa/all/news/record/1796.html

General References


http://www.lab.brown.edu/tdl/diversitykitpdfs/diversitykit.pdf


**Recommended Readings**

**a. Recommended Books:**


Trumbull, Elise; Rothstein-Fish, Carrie; Greenfield, Patricia; & Quiroz, Blanca. (2001). *Bridging Cultures between home a school. A guide for teachers with special focus on immigrant Latino families*. Mahwah, NJ: Lawrence Erlbaum Associates.

**b. Electronic Sources**


Debra Pope-Johnson -- Cultural Education Resources [http://www.education.gsw.edu/johnson/MulticulturalEducation.htm](http://www.education.gsw.edu/johnson/MulticulturalEducation.htm)

Education Policy Analysis Archives [http://epaa.asu.edu/epaa/](http://epaa.asu.edu/epaa/)


Gay, Lesbian and Straight Education Network, [http://www.glsen.org/cgi-bin/iowa/all/about/index.html](http://www.glsen.org/cgi-bin/iowa/all/about/index.html)

Multicultural Perspectives. Journal of the National Association of Multicultural Education. [http://www.nameorg.org/resources.html](http://www.nameorg.org/resources.html)

c. Child abuse, Neglect, and Intervention.

http://www.childwelfare.com/kids/caintro.htm#Top
Virginia Department of Social Services (2004). Programs and Services for Children. 
http://www.dss.state.va.us/family/children.html

d. Articles and Books

Teacher Education, 27, (2), (141-146).
Alilunas, L. J. (1953). The Teacher As A Practicing Sociologist. Journal of Teacher Education, 
4, (3), (pp. 223-224).
Quinn, T. (Eds.), Teaching For Social Justice: A Democracy and Education Reader. New 
York: Teachers College Press.
For Equity And Social Justice. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. 
Peterson. Rethinking Our Classrooms. Milwaukee: Rethinking Schools LTD.
Bigelow, Bill; Christensen, Linda; Karp, Stan; Miner, Barbara; & and Bob Peterson. Bob (1994). 
Rethinking our Classrooms: Teaching for Equity and Justice. Volume I. ISBN: 
0942961188 http://www.rethinkingschools.org/publication/roc1/roc1.shtml
Bigelow, Bill; Christensen, Linda; Karp, Stan; Miner, Barbara; & and Bob Peterson. Bob (2001). 
Rethinking our Classrooms: Teaching for Equity and Justice. Volume II. ISBN: 
Counts, G. S. (1932). Dare the School Build a New Social Order? New York: The John Day 
Company.


The Education Alliance at Northeast and Brown University. Retrieved May 31, 2005 from [http://www.lab.brown.edu/topics/equity.shtml](http://www.lab.brown.edu/topics/equity.shtml)


F. GRADUATE GRADING SCALE

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.

Since this is a graduate level course, high quality work is expected on all assignments and in class. Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. In general, oral and written assignments will be evaluated using GMU’s University-wide system for grading graduate courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>TESOL ESL Standards</th>
<th>GRADING</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Substantially Exceeds Standard</td>
<td>98 - 100</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A</td>
<td>Meets Standard</td>
<td>93 – 97.49</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A-</td>
<td>Meets Standard</td>
<td>90 – 92.49</td>
<td>3.67</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B+</td>
<td>Partially Meets Standard</td>
<td>88 – 89.49</td>
<td>3.33</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B</td>
<td>Partially Meets Standard</td>
<td>83 – 87.49</td>
<td>3.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B-</td>
<td>Partially Meets Standard</td>
<td>80 – 82.49</td>
<td>2.67</td>
<td>Unsatisfactory /Passing</td>
</tr>
<tr>
<td>C</td>
<td>Attempts Standard</td>
<td>70 – 79.49</td>
<td>2.00</td>
<td>Unsatisfactory /Passing</td>
</tr>
<tr>
<td>F</td>
<td>Does not Meet Standard</td>
<td>Below 70%</td>
<td>0.00</td>
<td>Unsatisfactory /Failing</td>
</tr>
</tbody>
</table>

- Although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students’ performance will be evaluated using letter grades.

G. READING ASSIGNMENTS -- Per Class

<table>
<thead>
<tr>
<th>EDUC 537-B01</th>
<th>FALL 2005</th>
</tr>
</thead>
</table>
| 1 M 8/29     | • Defining Multicultural Education by Paul Gorski and Bob Covert [http://www.edchange.org/multicultural/initial.html](http://www.edchange.org/multicultural/initial.html)  
• Critical paradigm shifts for multicultural education (Paul Gorski) [http://www.edchange.org/multicultural/resources/paradigmshifts.html](http://www.edchange.org/multicultural/resources/paradigmshifts.html)  
• Recommended: [Allyn & Bacon Power Point Guides](http://www.edchange.org/multicultural/resources/paradigmshifts.html) |
<p>| 2 M          | • Kozol: Savage Inequalities (entire book) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 9/19 | M   | Guest Speaker: Leon Reed  
Notes for a history of US Education  
[http://mason.gmu.edu/~josterli/History_US_Education.htm](http://mason.gmu.edu/~josterli/History_US_Education.htm) |
| 9/26 | M   | Sleeter & Grant, ch. 1  
Five Ways To Analyze Classrooms For An Anti-Bias Approach,  
Class Meets at Parklawn Family Center |
| 10/3 | M   | Guest Speaker: TBA  
Teaching with a Multicultural Perspective (Rey A. Gomez)  
Diversity in the classroom: A checklist (Karen Matsumoto-Grah)  
DUE: Personal Development Paper |
| 10/11| T   | Reflective Personal Development Paper due.  
Sleeter & Grant, ch. 2 & 3 |
| 10/17| M   | Sleeter & Grant, ch. 4  
DUE: Midterm faculty evaluation of the course |
| 10/24| M   | Sleeter & Grant, ch. 5 & 6  
DUE: Field Experience |
| 10/31| M   | Lindsey, Duncan (2002). An Introduction to Child Abuse.  
[http://www.childwelfare.com/kids/caintro.htm](http://www.childwelfare.com/kids/caintro.htm)  
DUE: Field Experience |
| 11/7 | M   | Ten Things Educators Can Do...To Ensure That Their Classrooms Are Safe Spaces For ALL Students  
http://www.glsen.org/cgi-bin/iowa/all/news/record/1796.html  
Addressing Homophobic Behavior In the classroom (Alan Horowitz)  
Just facts about sexual orientation and youth A Primer for Principals, Educators and School Personnel  
| 11/14| M   | Karen Matsumoto-Grah: Diversity in the classroom  
Deborah Menkart: Multicultural Education: Strategies For Linguistically Diverse Schools And Classrooms  
Recommended:  
| 11/21| M   | Group Project: *Bridging the Divide: Culturally Diverse Families in our schools*, due.  
Thanksgiving Recess  
No Classes |
| 11/28| M   | DUE: Group Project: *Education for Democracy, Equality, And Social Justice* |
### H. PROPOSED FALL 2005 CLASS SCHEDULE

[May adapted/ modified during the course of the semester]

<table>
<thead>
<tr>
<th>Day</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One</strong></td>
<td><strong>Welcome and introduction to the course.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction of Faculty</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Syllabus overview</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Getting to know one another.</strong></td>
</tr>
<tr>
<td><strong>Labor Day</strong></td>
<td>No class</td>
</tr>
<tr>
<td></td>
<td>Monday, September 5</td>
</tr>
<tr>
<td><strong>Two</strong></td>
<td><strong>Book discussion: Kozol’s Savage Inequalities</strong></td>
</tr>
<tr>
<td></td>
<td>[see Blackboard site for discussion guide and a PowerPoint guide]</td>
</tr>
<tr>
<td><strong>Three</strong></td>
<td><strong>Guest Speaker:</strong> Leo Reed: History of American Education [Changing Paradigms]**</td>
</tr>
<tr>
<td></td>
<td>[History, research, and current practice in the field of culturally responsive pedagogy]</td>
</tr>
<tr>
<td><strong>Four</strong></td>
<td><strong>Class meets at Parklawn Family Center</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Author Maria Arana visits camps.</strong></td>
</tr>
<tr>
<td></td>
<td>[Keynote address titled &quot;Being a Bicultural American&quot;]</td>
</tr>
<tr>
<td></td>
<td>Johnson Center, Dewberry Hall North, 4:30 – 5:30 p.m.</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Author Melanie Bush's visit to campus --</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Breaking the Code of Good Intentions -- Everyday Forms of Whiteness</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Johnson Center, Cinema 3:00 – 5:00 p.m.</strong></td>
</tr>
<tr>
<td>Five</td>
<td>Guest Speaker:</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Monday</td>
<td>T.B.D.</td>
</tr>
<tr>
<td>October 3</td>
<td>Theme: Diversity in the Classroom: Teaching with a Multicultural Perspective</td>
</tr>
<tr>
<td></td>
<td>DUE: Personal Development Papers (PDP)</td>
</tr>
</tbody>
</table>

[**Ramadan begins – Tuesday, October 4**] -- Islamic

*Ramadan* is the ninth month of the Islamic lunar calendar. Throughout the daylight hours of Ramadan, Muslims observe strict fasting from sunup to sundown. This month is held in honor of the Prophet Mohammed, for it was during the month of Ramadan that Allah revealed the first verses of the Qur'an, the holy book of Islam.

[Rosh Hashanah -- Tuesday, October 4] -- **Jewish**

*Rosh Hashanah* is the Jewish New Year beginning nine days of penitence.

[Columbus Day]

No class
Monday, October 10

<table>
<thead>
<tr>
<th>Six</th>
<th>Reflective Personal Development Paper due.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Theme: Understanding Multicultural Transformation</td>
</tr>
<tr>
<td>October 11</td>
<td>Class Members Present &amp; Discuss PDP</td>
</tr>
</tbody>
</table>

[**Yom Kippur – Thursday, October 13**] – Jewish

*Yom Kippur* means “Day of Atonement,” a solemn day devoted to prayer, fasting and repentance. Yom Kippur is probably the most important holiday of the Jewish year, occurring on the 10th day of Tishri.

<table>
<thead>
<tr>
<th>Seven</th>
<th>Theme: Cultural pluralism and instructional methods: Issues in curriculum development and social policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td><strong>Midterm Formative Evaluation of EDUC 537</strong></td>
</tr>
<tr>
<td>October 17</td>
<td></td>
</tr>
</tbody>
</table>

**Thursday**

October 20

Prof. Claude M. Steele to give AERA’s Annual Distinguished Brown Lecture in Education Research.
Lecture features significant scholarship that advances understanding of equality and equity in education.
Ronald Reagan Building and International Trade Center, Washington, DC. – 6:00 P.M.

<table>
<thead>
<tr>
<th>Eight</th>
<th>Theme: Models of Multicultural Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Theme</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 24</td>
<td></td>
</tr>
<tr>
<td>Nine</td>
<td>Theme: Physical abuse, neglect, sexual abuse, and emotional abuse.</td>
</tr>
<tr>
<td>October 31</td>
<td></td>
</tr>
<tr>
<td>Eid al-Fitr (Ramadan ends) – Friday, November 4 – Islamic</td>
<td></td>
</tr>
<tr>
<td>Eid al-Fitr is probably the most important Islamic holiday, and occurs on the day following the month of Ramadan. A joyous feast is celebrated among the community.</td>
<td></td>
</tr>
<tr>
<td>Ten</td>
<td>Theme: Anti-bias teaching within the context of multicultural education &amp; Addressing Homophobic Behavior in the Classroom</td>
</tr>
<tr>
<td>November 7</td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td>Theme: Practical applications of Multicultural Education:</td>
</tr>
<tr>
<td>November 14</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GMU’s Tunnel of Oppression Exercise</td>
</tr>
<tr>
<td></td>
<td>Tuesday, November 15th and Wednesday, November 16th</td>
</tr>
<tr>
<td></td>
<td>Johnson Center’s Dewberry Hall.</td>
</tr>
<tr>
<td></td>
<td>The Tunnel of Oppression is a nationally recognized multi-sensory experience designed to increase awareness and sensitivity of different types of oppression and create an understanding of the effect and organization of oppression.</td>
</tr>
<tr>
<td>Twelve</td>
<td>Theme: Educating teachers for social justice in an age of accountability. Paradigm shifts for multicultural education</td>
</tr>
<tr>
<td>November 21</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving — Nondenominational</td>
<td></td>
</tr>
<tr>
<td>No Classes</td>
<td>Thanksgiving is probably the most widely observed, non-denominational, spiritual American holiday.</td>
</tr>
<tr>
<td>November 23 – 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thirteen</strong></td>
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<tr>
<td>----</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>November 28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Fourteen</strong></th>
<th>Final Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Group Presentations:</td>
</tr>
<tr>
<td></td>
<td>December 5</td>
<td>Course Synthesis</td>
</tr>
</tbody>
</table>
I. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT’S STATEMENT OF EXPECTATIONS

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

I. RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

EDUC 537: Foundations for Multicultural Education is a three credit course designed to meet the needs of graduate students who are seeking a Master’s degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign language education, and teaching English as a second language. It is one of the first courses of the master’s degree and licensure programs and is required of all program participants. EDUC 537 is aligned with the following CEHD-GSE goals:

1) Diversity. Learn the basic concepts and develop the necessary skills to work successfully with learners of differing backgrounds and value systems.

2) Classroom teaching. Students should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.

3) Democratic principles. Students should be able to adopt teaching practices, which reflect democratic principles and which facilitate the creation and sustain of democratic learning environments.

4) Knowledge base for teaching in diverse and inclusive classrooms. Students will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio- economically diverse classrooms.

5) Utilization of research. Students will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to inform their own or others’ teaching practices.
6) **Curriculum.** Students will develop the skills needed to design, implement, and evaluate programs that will enable them to work comfortably with students from different backgrounds.

The relationship of *EDUC 537* to the Interstate New Teacher Assessment and Support Consortium (INTASC) principles is as follows:

*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.
Feedback Form
Guest speaker

Your name (optional) ____________________________ Date ________________

Presenter’s name ________________________________________________

Topic/title ______________________________________________________

Please let us know what you think of this guest presentation.

1. What did you like best about this presentation?

2. How might this presentation be improved?

3. Any other comments?

Thank you.
Your comments will be considered in improving EDUC 537.
Mid-term Feedback Form

Please answer the following questions so that I can take your responses and suggestions and implement them either during the remainder of EDUC 537 or the next time I teach the course.

1. What are the three most important things you have learned in EDUC 537 that will help you develop and improve your work with culturally and linguistically diverse learners?

2. What did you like best about EDUC 537?

3. If there were ONE thing you could ask the instructor to change (such as syllabus topics, presentations/simulations/demonstrations, content, materials, or required readings and projects), what would that one thing be? Please be specific.

4. Any other comments?

Thank you for responding to these questions. Your feedback will be used to improve the course.
End of Semester
Feedback Form

Please answer the following questions so that I can take your suggestions and implement them the next time I teach EDUC 537.

1. What are the three most important things you have learned in EDUC 537 that will help you develop and improve your work with culturally, linguistically, and socio-economically diverse students?

2. What did you like best about EDUC 537?

3. If there were ONE thing you could ask the instructor to change (such as syllabus topics, presentations/simulations/demonstrations, content, materials, or required readings and projects), what would that one thing be? Please be specific.

4. Any other comments?

Thank you. Your feedback will be used to improve EDUC 537.
Materials Release Form

During EDUC 537, I have made available (in the form of Benchmark Notebooks) course papers and projects developed by students who have taken EDUC 537 before you. I think you will agree that the materials are informative and instructive. Now it is time to ask you to authorize me use your work in the same way, as benchmarks or models for other students to review.

If you agree to give me permission to share materials produced by you for EDUC 537 with students in future courses and perhaps for future publications, please sign below. On publications, if I decide to use your materials, I would acknowledge your contribution according to publisher guidelines, probably in the Foreword to the book.

Please sign either or both blanks below. Print your name in #1 if you agree to make your materials available for review by other graduate students and/or #2 if you would like your materials considered for publications I will be producing in the near future. Please also indicate below whether or not you would like your name removed from your projects. Thank you.

1. I ________ (please print your name) ____________, give permission for materials I produced to meet the requirements of EDUC 537 to be used as benchmark papers for students taking EDUC 537 at a later date.

2. I ______________________________________, give permission for materials (please print your name) I produced to meet the requirements of EDUC 537 to be used as data and/or examples in forthcoming publications and/or presentations.

3. Please remove my name from my projects YES NO

_________________________________________ __________________________
Signature Date

E-Mail

Address
# EDCI 537 -- STUDENT INFORMATION

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<th>NAME</th>
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<td>School where you work or GMU Program in which you are enrolled:</td>
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<td>Languages</td>
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| Proficiency |

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| If yes: |
| School/ grade level |

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<th>Teaching Experience</th>
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<th>Places you have lived/ worked abroad -- for how long?</th>
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<th>Career goals</th>
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<th>Any additional information you would like to tell us about yourself:</th>
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GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
MULTILINGUAL/MULTICULTURAL EDUCATION

EDUC 537-001 — CRN 74246
Foundations of Multicultural Education
Fall 2005
Monday, 7:20 p.m. – 10:00 p.m.

210 Krug Hall

Syllabus
Part Two

Assignments, Guidelines and Rubrics
Major Course Requirements
Assignments and Rubrics

Informed Participation

(20% of Grade)

Guidelines

In-class & electronically

Fall 2005 – August 29 – December 10, 2005

Informed participation and attendance at seminar is expected. All readings and assignments are to be completed prior to class. Active and informed participation in class discussions based on your readings and experiences is required

• Regular contributions to online class modules, including at least three per week.
• Completion all of the required — and recommended as your time allows—course readings and referencing them in weekly assignments.
• Participation in all group activities related to assignments.
• Sharing insights, information, and relevant experiences with classmates.
• Respecting the opinions, ideas, and contributions of others.
## Informed Participation Rubric

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<th>UNSATISFACTORY (NO TO LIMITED EVIDENCE)</th>
<th>BEGINNING: DOES NOT ADEQUATELY MEET EXPECTATIONS (LIMITED EVIDENCE)</th>
<th>DEVELOPING: MEETS EXPECTATIONS ADEQUATELY DEVELOPING/CLEAR EVIDENCE</th>
<th>ACCOMPLISHED/EXCELLENT: STRONGLY MEETS EXPECTATIONS - CLEAR, CONVINCING, CONSISTENT EVIDENCE</th>
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<tr>
<td><strong>Engages Intensely in Activities and Discussions.</strong> [Even when answers or solutions are not immediately apparent.] (5 points)</td>
<td>Rarely or never participates in discussions, activities, or projects.</td>
<td>Minimal participation in discussions, activities, or projects.</td>
<td>Satisfactory participation in discussions, activities, or projects.</td>
<td>Actively [all classes and in on-line] participates in discussions, activities or projects.</td>
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<tr>
<td><strong>Preparation of readings</strong> (5 points)</td>
<td>No evidence of reading or preparation for class.</td>
<td>Rarely able to cite from readings to support points; Rarely articulates fit of readings with topic at hand.</td>
<td>Prepared most of the time; Sometimes uses readings to support points.</td>
<td>Demonstrates completion of course readings. Often cites from readings; Uses readings to support points.</td>
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<tr>
<td><strong>Professional attitude and demeanor</strong> (5 points)</td>
<td>Disrespectful of classmates and/ or guest speakers. Comes to class and rarely prepared.</td>
<td>Cursory respect for classmates; Attends class of often unprepared</td>
<td>Usually demonstrates interest in and respect for other’s opinions. Attends class rarely unprepared</td>
<td>Demonstrates interest and respect for others’ opinions. Always demonstrates commitment through thorough preparation.</td>
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<tr>
<td><strong>Attendance and on-line participation</strong> (5 points)</td>
<td>Misses more than four classes. Does not participate regularly on online discussions. Always arrives late to class.</td>
<td>Misses three or four classes. Occasionally participates on online discussions. Often arrives late to class.</td>
<td>Misses one or two lasses. Participates regularly on online discussions. Always arrives late to class.</td>
<td>Attends all classes. Often contributes [twice a week or more] online discussions.</td>
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Reflective Personal Development Paper  
(20% of Grade)

5-to-6 page paper [double-space, APA style] 
NCATE-TESOL’s Second Domain - Culture 

Due Date: Monday, October 11, 2005 

Students will write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity and how your life experiences, perceptions, education, and family background have led to your current ideas about teaching and learning diverse student populations.

In this paper, you will explore within yourself, and commit to written form, 
• Your identity as a learner, 
• How this affects your potential as a teacher, 
• Your identity as a member of a particular cultural/racial/ethnic group.

By researching and studying your own family background it is possible to gain an appreciation about ways in which we share many similarities and differences. As a brief, introductory section of this assignment, try to gather as much information as you can about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Then, reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing.

Include **SPECIFIC EXAMPLES OF EVENTS AND SITUATIONS** that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. Be prepared to discuss your assignment within a larger class dialogue on Monday, October 3.

**Project Objective**

1. To provide you with an opportunity to explore *who you are* as it relates to your potential as a future educator in America’s increasingly diverse and heterogeneous classrooms.

2. To critically explore and actively engage your self-identity, cultural assumptions, and life experiences that shaped your cultural premises.

3. To help you learn, understand and use the major concepts, theories, and research related to the nature and structure of culture to construct learning environments that support culturally and linguistically diverse students’ development and content area achievement.
Scope

Brainstorm upon your own PK-16 educational background, experiences, and environments from a multicultural and diverse viewpoint.

Write a five to six page paper [double-space, APA style] recapturing your recollections and emphasizing your experiences with cultural diversity as a student in elementary, secondary, and higher education.

Some suggested questions you may want to ask yourself

- What messages did I receive growing up about what it meant to be a member of my racial/ethnic group, religious, gender, sexual orientation, socioeconomic class, etc.? How has these, or later life situations that challenged it, informed the way you interact with students or colleagues or parents, either in or out of your group?
- Have you been encouraged (or forced) to think about issues like racism, sexism, heterosexism/homophobia, or classism? If so, how did those experiences shape your teaching and learning? If not, how has the lack of consideration of those issues informed your teaching and learning?
- What are some of your life experiences, or dimensions of your identity, that give you a unique insight into multicultural issues?
- What are some of the areas or -isms with which you still struggle? What are some of your stereotypes or prejudices? How might you confront them?

Challenges

Try to think deeply about parts of your identity that put you in a privileged group (whiteness for race, maleness for gender, heterosexuality for sexual orientation, upper middle class for socioeconomic status, etc.) and the inequities around those areas. Challenge yourself. Use this as an opportunity to practice and model self-critique.

Suggested Format

<table>
<thead>
<tr>
<th>A Self-Assessment from a Multicultural Perspective</th>
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<tbody>
<tr>
<td>Abstract</td>
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<tr>
<td>Outline</td>
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<td>Family History</td>
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<td>Family Background</td>
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<td>• Personal Impact</td>
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<td>• Professional Impact/educational Strategies</td>
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<td>• How are you planning to apply this knowledge at PK-12 schools?</td>
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<td>Final Thoughts</td>
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<td>• What have you learned for this experience/assignment?</td>
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<td>• Has your awareness changed?</td>
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<td>• What is your current thinking on the issues of culture, diversity, multiculturalism?</td>
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<td>• What will you take with you?</td>
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References
## Rubric for the Reflective Personal Development Paper

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Unsatisfactory (No to Limited Evidence)</th>
<th>Beginning: Does Not Adequately Meet Expectations (Limited Evidence)</th>
<th>Developing: Meets Expectations Adequately Developing/Clear Evidence</th>
<th>Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence</th>
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<tr>
<td><strong>1. Exploration of Family Background and Worldview</strong></td>
<td>• No evidence of reflection on personal background or worldview.</td>
<td>• Little evidence of exploring personal background or worldview.</td>
<td>• Adequately explores self-identification of genetic and family cultural background.</td>
<td>• Actively engages and explores socio-historical implications of genetic and family cultural background while linking these concepts to self-identification.</td>
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<td><strong>2. Synthesis of Cultural Background as an Educator</strong></td>
<td>• Very little or weak attempt to synthesize cultural background with role as educator.</td>
<td>• Although developed, ideas are not linked or synthesized logically.</td>
<td>• Adequate synthesis of self-identification with contemporary role as an educator.</td>
<td>• Actively engages and explores the influence that personal background or worldview plays on the role as an educator.</td>
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<td><strong>3. Exploration of Personal Life Experiences, Biases, and Prejudices</strong></td>
<td>• No evidence of reflection on personal life experiences, biases, and prejudices.</td>
<td>• Little evidence of exploring personal life experiences, biases, and prejudices.</td>
<td>• Adequately explores self-identification as a result of personal life experiences, biases, and prejudices.</td>
<td>• Actively engages and explores how various life experiences, biases, and prejudices have led to self-identification.</td>
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<td><strong>4. Synthesis of Life Experiences, Biases, and Prejudices into Contemporary Experience as an Educator</strong></td>
<td>• Very little or weak attempt to synthesize life experiences, biases, and prejudices with role as an educator</td>
<td>• Although developed, ideas are not linked or synthesized logically.</td>
<td>• Adequate synthesis of self-identification with contemporary role as an educator.</td>
<td>• Actively engages and explores the influence that life experience plays on the role as an educator</td>
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### 4. PRESENTATION AND APA FORMAT  
(4 POINTS)

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<tr>
<th>Few or no apa formatting requirements are met (e.g., title page, abstract, page numbers, double space).</th>
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<tr>
<td>Report is messy and hard to follow.</td>
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<td>Poor grammar and spelling significantly reduce the readability of the report.</td>
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<th>Some formatting requirements are followed some of the time.</th>
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<td>The layout used is clumsy.</td>
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<td>There may be a significant number of misspelled words or poorly constructed sentences.</td>
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<tr>
<td>However, the gist of the report can still be determined despite these technical writing difficulties.</td>
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<th>Most of the formatting requirements are met fairly consistently.</th>
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<td>The layout used is easy to read and follow.</td>
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<td>Grammar and spelling used are basically correct.</td>
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<td>There are only a few misspelled words or awkward sentences.</td>
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<th>All required sections are present and in correct order.</th>
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<td>Layout conventions are used and followed consistently.</td>
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<td>Report is easy to read and follow.</td>
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<td>All sentences are grammatically correct. All spelling is correct.</td>
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Parental, Family, and Community Involvement  
Community-Based Field Experience  
(30 % of Grade)  
Group Activity  

_Bridging the Divide: Culturally Diverse Families in Our Schools_

Project Guidelines

Due Date for Written Report: Last Class Session

Group Presentations: Last Two Class Sessions

Objectives of Group Field Project & Presentation Component:

TESOL’s Second Domain – Culture

Overall theme: Understanding the perspectives of families regarding their experiences with education and schooling in the United States.

As a culminating activity for EDUC 537, the _Bridging the Divide_ Project is designed to engage students in a performance-based assessment task.

Each EDUC 537 group member (in groups of four to five students) will gather data and engage in a constructive dialogue with the family of a first or second generation immigrant family with children who are English language learners (ELLs). You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the U.S. educational system. Many families of our culturally and linguistically diverse students belong to another “world” and are eager to share with U.S. educators things from their culture that they treasure.

Harold Howe II (1995, Fall) has often reminded us that a child’s education is made up of many activities most of which occur outside schools, and that educators cannot ignore the connection between a child’s performance in school and all the social burdens and cultural experiences with which students have to cope in their day to day life (Daedalus, 124(4).

Goals: This group project will facilitate preservice & in-service teachers enrolled in EDUC 537 to:

- a. Meet with culturally and linguistically diverse parents and guardians (first or second generation) who have children enrolled in our public schools;
- b. Focus on multicultural education and social justice issues, by encouraging them to engage in dialogue with the families and communities where PK-12 students and families live; and by giving them an opportunity to discuss and learn the parent’s view of authentic parental involvement.
- c. Find and recommend culturally appropriate classroom/school applications.

Based on their research findings, EDUC 537 group members should reflect on alternative ways in which educators can proactively embrace (i.e., build bridges with) their students’ families and communities, and include their perspectives in classroom lessons and activities so that learning can be made relevant to students’ lives while at the same time guaranteeing that families feel validated, affirmed, and included in the school.
Families should be selected for participation in this project not only because of their ethnic origin, but other criteria such as various lengths of time in the U.S., socio-economic status, family’s academic and religious background, length of residence in the US, and miscellaneous other issues including ethnic identity, cultural maintenance, self-identification, and citizenship/migratory status (e.g., U.S.-born, diplomat, political refugee, resident-alien).

In an effort to break through the affective social filter and to gain a better understanding of the family context, when and if possible, it is advised to conduct these interviews in the family’s home and to try to include both parents/guardians, other adults living in the household, and children in the dialogue.

A walk through the neighborhood (e.g., a couple of hours) can also be an enriching experience for teachers to better understand the community context. We invite you to spend a few hours walking around their neighborhood, talking to its residents, taking photographs, and gathering data. Try to be as keen an observer as possible. Search for cultural artifacts (signs, storefronts, advertisements, people, or spaces). Ask many questions and make sure to record everything in your journals.

This project is appropriate for all EDUC 537 pre-service and in-service teachers, whether currently teaching or not. It requires no prior knowledge of action research methodology.

**Background**

**Project Objective:**
- Provide GSE pre-service and in-service teachers with authentic opportunities to listen, learn, analyze, examine, and compare first and second generation CLD immigrant families’ perspectives on the American school system.
- Engage with families and communities from a different background or culture from one’s own; and apply this knowledge to an instructional setting.
- Reflect upon ways to improve school-home relations from within a multicultural, social justice approach.

**Specific Objectives:**
- Explore how history, culture, language, religion, gender roles, ethnicity and race, as well as family, community and neighborhood influence family experiences with school in the United States.
- Explore which are the fundamental social, cultural, educational, and economic issues in the development of your school (e.g., local educational agency or neighborhood school); and the context of the culture, values, mores, and learning practices as well as the physical community in which it is embedded. and
- Make recommendations for schools to improve family involvement from within a multicultural, social justice framework.
Presentation Component Objective:

The purpose of the group presentation component of this project is two-fold:

a. To provide students the opportunity to collaborate with educational stakeholders/colleagues in a learning/professional community on a relevant topic of professional interest (parental, family, and community involvement) to the 21st century classroom teacher,
b. To provide pre-service and in-service teachers the opportunity to acquire and hone presentation skills, share professional knowledge and critical reflective skills with colleagues and fellow students.

Helpful Steps for Conducting the Project:

Step 1.
Each team will develop an "interview protocol" to guide their interviews. These are sets of organized questions that will be used to guide the interview process.

The protocols are tools for preparing for the interview, and to keep the interview flowing in a conversational format. Good interview protocols consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers such as “Did you go to school?” in favor of questions that elicit longer answers. (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…)

Suggested types of information you will need to collect either from direct observation and/or your interview protocol:

a. Physical characteristics of the home;
b. Community characteristics;
c. Demographic/background information;
d. Parents’ educational background, children’s ages and grades in school
e. Immigration experience (How/why did they decide to come to the U.S.? What was it like?)
f. Childrearing practices and philosophy;
g. Economic, work issues.
h. Funds of Knowledge (cf. 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. Misunderstandings, difficulties and challenges and how they have handled them
k. What would this family like their children’s teachers and administrators to know about them and their child?

Step 2 As a group
a. Take a walk through the neighborhood. How is it similar/ 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, store fronts, places of worship, signs, spaces) and what they represent to its residents. As you explore, take photographs and record your observations in a journal.
b. Interview a family from a racial, linguistic, and socioeconomic background different from their own. If possible, conduct the interview in the family’s home. 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? etc. You may want to tape record the interview (be sure to get the family’s signed permission – a sample form will be distributed in class) and take a few pictures, if the family feels comfortable with this.

**Step Three**

As a team, meet to review and discuss your field notes, photographs, and tape recording. Before listening to your recording for the first time, share your initial impressions of this family. What surprised you? What moved you? How does this family’s story change your understanding of multicultural education, diversity, social justice, and family involvement in schools?

Listen to the entire interview together. As you listen, jot down notes about interesting information, stories, quotes that strike you. Share your thoughts with the rest of the team. Decide on next steps. How will you pick out the most salient quotations to transcribe (you do not have to transcribe the entire tape)? Who will transcribe the tape recording? How will you analyze the data? How will you collaborate in analyzing and writing up your findings? When and how often will you meet again? Be sure that someone records in writing all of your team’s agreements, and each team members’ roles and tasks.

**Step Four**

Groups will coauthor, proof-read, and carefully edit a written report of their project, one project report per group, and develop a short PowerPoint presentation. The last section of the report must include one personal reflection (400 words or more) written by each individual group member. See suggested format below.

**Suggested Format for Final Written Report**

**INTRODUCTION** (~½ - 1 p.)

**Part I: FINDINGS**

*When writing this section, try to place yourself in this family’s shoes, to understand how they have constructed meaning from their experiences to form their views about immigrating to the United States, educating their children, and engaging with the educational system.*

A. Setting (~½ - 1 p.)
   1. Description of neighborhood and reflections about your walk-through.
   2. Setting in which the dialogue took place.

B. Family Background (~ 2 - 4 pp.)
   1. Description/Identification, brief history of the family. This may include:
      a. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
      b. State why this family was chosen for the purposes of this study.
   2. Social, economic, educational, and personal backgrounds
   3. Immigration (first, second generation) experience. Relatives in the area?
   4. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination)

C. The Educational Experience from Family’s Perspective
   1. Family’s perspectives about education.
   2. Family’s experiences enrolling and supporting their children in school in the United
States, interactions with teachers and administrators, problems encountered, support received. What’s working, what’s not? If relevant, how the way things are “here” contrasts with the way things are done “back home.”

Part II: ANALYSIS (3 - 5 pp.)

Analyze and interpret your group’s 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, well-thought, and thoroughly developed theoretical framework. When citing course readings, please follow the guidelines of APA style (5th edition).

Part III: CONCLUSIONS AND RECOMMENDATIONS (1 – 2 pp.).

What is the meaning of this study? Prior to conducting this study, what did your group 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 for future PK-12 teachers to know?

Based on your findings, as well as related theory and research, what would you recommend for schools that would like to improve their programs for culturally and linguistically diverse families? Provide specific, concrete examples of things schools could 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/CONNECTIONS (~1 p. each.).

Each group participant will write his/her individual reflection. Tell what you, personally, learned through this project. 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 - in APA Style

APPENDIX:

Interview protocol
Panel Members
Power Point

Presentation Guidelines:

- Groups of four or five make an optimal working group.
- ALL GROUP MEMBERS SHOULD PARTICIPATE IN THE PRESENTATION.
- Provide a very short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
- Presentation Time: 25 - 30 minutes + 10 min. Q & A (Plan your presentation time our panel).

It is a group responsibility to practice and time the presentation and Q& A session: Presentations which are more than 3 minutes long or short of these parameters will have the grade reduced appropriately (refer to the grading rubric to be distributed separately.)
## Group Activity Rubric: Bridging the Divide

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY (NO TO LIMITED EVIDENCE)</th>
<th>BEGINNING: DOES NOT ADEQUATELY MEET EXPECTATIONS (LIMITED EVIDENCE)</th>
<th>DEVELOPING: MEETS EXPECTATIONS ADEQUATELY DEVELOPING/CLEAR EVIDENCE</th>
<th>ACCOMPLISHED/EXCELLENT: STRONGLY MEETS EXPECTATIONS - CLEAR, CONVINCING, CONSISTENT EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>&lt; 19 points</td>
<td>20 - 23 points</td>
<td>24 – 27 points</td>
<td>28 – 30 points</td>
</tr>
<tr>
<td><strong>1. Family Interview</strong></td>
<td>• Does not conduct or report family interview as described in guidelines.</td>
<td>• Conducted family interview but report deviates substantially from guidelines or fails to capture sufficient information to carry out assignment.</td>
<td>• Conducted and reported family interview as described in guidelines, establishing adequate rapport with family.</td>
<td>• Conducted and reported results of family interview, as described in guidelines, using effective interview techniques leading to meaningful rapport with family.</td>
</tr>
<tr>
<td><strong>(4 points)</strong></td>
<td></td>
<td></td>
<td></td>
<td>- Conducted and described neighborhood walks.</td>
</tr>
<tr>
<td><strong>2. Understanding of family perspective and context</strong></td>
<td>• Little or no meaningful description of family perspective and context.</td>
<td>• Description was superficial and/or missing important elements, and failed to meaningfully capture family perspectives.</td>
<td>• Team developed an adequate description of the participating family, its physical and community context, and family history, and experiences on immigration and education, but written from outsider perspective.</td>
<td>• Team developed a complete description of the participating family, its physical and community context, and family history, effectively capturing the family’s perspectives on immigration and education.</td>
</tr>
<tr>
<td><strong>(5 points)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>3. Critical analysis</strong></td>
<td>• No analysis or reflection included.</td>
<td>• Analysis and reflection does not adequately address the areas studied and lacks a sound theoretical framework.</td>
<td>• Analysis and reflection adequately address most areas.</td>
<td>• Analysis and reflection thoroughly address issues of how culture, language, religion, gender roles, ethnicity and race, as well as history, community and neighborhood influenced the family’s perspectives and experiences with immigration and education.</td>
</tr>
<tr>
<td><strong>(5 points)</strong></td>
<td>• Consists primarily of unsupported opinion.</td>
<td>• Very weak connections to class readings and discussions on only a few themes.</td>
<td>• Reflects on some of the theories and class themes discussed in class, and cites some references.</td>
<td>• Deep insights are grounded in theory and amply supported by class readings and discussion across multiple themes.</td>
</tr>
<tr>
<td><strong>4. Conclusions and Recommendations</strong></td>
<td>• Conclusion missing or fails to synthesize the meaning of this experience; no recommendations or the recommendations are unoriginal and unconnected to this study.</td>
<td>• Conclusion makes only a weak attempt at synthesizing the meaning of this experience and provides somewhat superficial recommendations for practice; lacks connections to the results of this study or to theory.</td>
<td>• Conclusion adequately synthesizes the meaning of this experience and provides some useful recommendations for practice, with a good attempt to connect them to the results of this study and to theory.</td>
<td>• Conclusion thoroughly synthesizes the meaning of this experience and provides useful, concrete recommendations for practice grounded in the results of this study and in theory.</td>
</tr>
<tr>
<td><strong>(4 points)</strong></td>
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<tr>
<td>5. Personal Reflections (4 points)</td>
<td>6. Written presentation and APA Format (4 points)</td>
<td>7. In-Class Power Point Presentation (4 points)</td>
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<tr>
<td>Personal reflection is missing or fails to address the minimum requirements outlined in the project description.</td>
<td>Few or no APA formatting requirements are met (e.g., title page, abstract, page numbers, double-space). Report is messy and hard to follow. Poor grammar and spelling significantly reduce the readability of the report.</td>
<td>Team does not present or presents only a superficial report with no evidence for conclusions and few or no visual aids or handouts. Lack of preparation is evident.</td>
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<tr>
<td>Personal reflection is superficial and shows only weak engagement with this experience; Demonstrates little critical examination of its meaning or of possible applications to your own practice.</td>
<td>APA formatting requirements are followed some of the time. The layout used is clumsy. There may be a significant number of misspelled words or poorly constructed sentences. However, the gist of the report can still be determined despite these technical writing difficulties.</td>
<td>Oral presentation is unpersuasive and lacks evidence for conclusions. Poor use of visual aids, poorly organized. No handout. Poorly prepared. Or only one or two team members present.</td>
<td></td>
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<tr>
<td>Personal reflection adequately explores your experience conducting this study and touches on how your assumptions and beliefs changed. Concludes with some good ideas into how you will apply this knowledge and understanding in your own practice.</td>
<td>Most of the APA formatting requirements are met fairly consistently. The layout used is easy to read and follow. Grammar and spelling used is basically correct. There are only a few misspelled words or awkward sentences.</td>
<td>Oral presentation is adequate and some evidence for conclusions is presented. Adequate use of visual aids, acceptable organization. Handout synthesizes group findings. Some team members dominate the presentation.</td>
<td></td>
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</tr>
<tr>
<td>Personal reflection critically examines your experience conducting this study and how your assumptions and beliefs changed. Concludes with clear insights into how you will apply this knowledge and understanding in your own practice.</td>
<td>Paper is in APA format. All required sections are present and in logical order. Paper is typed. Font size and type requirements are met. Layout conventions are used and followed consistently. Report is easy to read and follow. All sentences are grammatically correct. All spelling is correct.</td>
<td>Every team member participates actively in the presentation. Engaging oral presentation, persuasive evidence for conclusions. Effective use of visual aids, well-organized, concise. Handout effectively synthesizes group findings.</td>
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</table>
GEORGE MASON UNIVERSITY  
College of Education and Human Development  
Graduate School of Education  

COMMUNITY-BASED FIELD EXPERIENCE REPORTING FORM  

Name:  
Semester/Yr:  Fall 2005  

Family or community center:  

Course:  EDUC 537  

Title:  Foundations of Multicultural Education  

Professor:  Jorge P. Osterling, Ph.D.  
Barbara D. Acosta, Ph.D.  
Clock hours:  10  

Observation site  
Teacher  
Date  
Hours on site  

Use this form as a way of keeping track of your required ten hours of community-based field observations.  
Please return this form when you submit your written report
**FINAL PAPER**

**Making Choices for Multicultural Education:**
*A Sixth, Social Justice Approach, to Race, Class and Gender*

Group Project
(30% of Grade)

[20 points written + 10 points oral]
Due Date: Monday, December 5, 2005

**Education For Democracy, Equality, And Social Justice**

NCATE-TESOL’s Second Domain - Culture

**Group Project Guidelines**

Due Date for Written Report: Last Class Session [Monday, December 5, 2005]
Group Presentations: Last Two Class Sessions

**Overall theme:** Teaching for Social Justice and Equity, A Conceptual Paper.

**Introduction**

Now more than ever, teacher education stands at a crossroads. Colleges, traditionally committed to multicultural teacher education, are making a compelling argument for the necessity to adopt a social justice perspective across the board. To do this teacher educators must involve themselves in a critical analysis that questions issues of power and privilege, race and culture, social class, language oppression, and literacy practices in their academic units and classrooms. This critically reflective will help EDUC 537 students to develop a conceptual language that will allow them to discuss and facilitate an authentic engagement in these issues.

At GMU we believe that it is important for all PK-12 teachers to be multiculturally competent, committed to social justice and equity in education, and prepared to practice from a base that includes national and international perspectives. EDUC 537 is organized around Paulo Freire's ideas of education for liberation and other constructs of critical pedagogy and multicultural education. It focuses on social reconstruction through classroom action and on accessing community funds of knowledge as resources

**The Conceptual Paper’s Main Objective:**

*Education For Democracy, Equality, And Social Justice* main objectives are to:

a. Encourage EDUC 537 students to use multicultural education conceptual frameworks and theories to explain teaching-behaviors and policy-making that either encourages or...
hinders educational equity and social justice throughout the educational process...

b. Assist EDUC students to relate multicultural education theories and research to their own professional practice; and to reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and policy.

c. Help pre-service and in-service teachers articulate their personal values and beliefs regarding how to use political processes to advocate for democracy, educational equity, and social justice. Quality.

d. Challenge EDUC 537 students to analyze political processes to determine their impact on democracy, educational equity and social justice; and to assist them in articulating their personal values and beliefs regarding how to use political processes to advocate for educational equity and social justice.

Suggested Format for Final Written

INTRODUCTION (~½ - 1 p.)

• Developing and implementing multicultural education for the 21st century.
• Towards a working definition of democracy, educational equity and social justice

Part I: Goals

[sample of recommended table]

<table>
<thead>
<tr>
<th>Societal goals</th>
<th>Target Students</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum</td>
<td>Instruction</td>
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</table>

Part II: Philosophical Framework (i.e., Assumptions and Theories) (3 - 5 pp.)

When citing course readings, please follow the guidelines of APA style (5th edition).

Part III: Recommended Practices (1 – 2 pp.).

Part IV: Critique

Part IV: PERSONAL REFLECTIONS/CONNECTIONS: My Choice: An Education that Advocates democracy, educational equity and social justice (~1 p. each.).

REFERENCES - in APA Style

Panel / Power Point Presentation Guidelines:
• Groups of four or five make an optimal working group.

• All group members should participate in the presentation.

• Provide a very short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.

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**Group Project: Education For Democracy, Equality, And Social Justice**

<table>
<thead>
<tr>
<th>philosophical framework</th>
<th>Unsatisfactory (No to limited evidence)</th>
<th>Beginning: does not adequately meet expectations (limited evidence)</th>
<th>Developing: meets expectations adequately (clear evidence)</th>
<th>Accomplished/Excellent: strongly meets expectations - clear, convincing, consistent evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Philosophical framework (Research)</td>
<td>facts are uninformed or not based on any discernable research.</td>
<td>facts are basic and/or sketchy.</td>
<td>facts are presented but are primarily general knowledge.</td>
<td>research is evident through clear and knowledgeable presentation.</td>
</tr>
<tr>
<td>2. Recommended Practices (Application to a school/classroom setting)</td>
<td>no application to an educational context is evident.</td>
<td>limited application to context is made.</td>
<td>Some application to an educational context made.</td>
<td>evidence of clear implications of issues for students, teachers, and school leaders.</td>
</tr>
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<td>3. Critical analysis</td>
<td>no analysis or reflection included.</td>
<td>analysis and reflection does not adequately address the areas studied and lacks a sound theoretical framework.</td>
<td>analysis and reflection adequately address most areas.</td>
<td>analysis and reflection thoroughly address issues of how culture, language, religion, gender roles, ethnicity and race;</td>
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<td>4. Conclusions and recommendations</td>
<td>conclusion missing or fails to synthesize the meaning of Education For Democracy, Equality, And Social Justice.</td>
<td>conclusion makes only a weak attempt at synthesizing the relevance of Education For Democracy, Equality, And Social Justice.</td>
<td>conclusion adequately synthesizes the meaning of Education For Democracy, Equality, And Social Justice.</td>
<td>conclusion thoroughly synthesizes the meaning of Education For Democracy, Equality, And Social Justice.</td>
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**Grading Scale**

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<td>28 - 30 points</td>
</tr>
<tr>
<td>5. Personal reflection: My choice: Teaching for Equity and Social Justice (4 points)</td>
<td>• Personal reflection is missing or fails to address the minimum requirements outlined in the project description.</td>
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<td>6. Presentation and APA format (3 points)</td>
<td>• Few or no APA formatting requirements are met (e.g., title page, abstract, page numbers, double space). Report is messy and hard to follow. Poor grammar and spelling significantly reduce the readability of the report.</td>
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<tr>
<td>7. In-class power point presentation (4 points)</td>
<td>• Team does not present or presents only a superficial report with no evidence for conclusions and few or no visual aids or handouts. Lack of preparation is evident.</td>
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