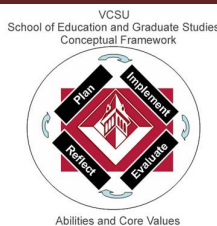


COURSE OVERVIEW

Course Title/Number: EDUC 283

Section: 1

Term: Spring 2014



Welcome to EDUC 283! I believe that people learn best when they are engaged, interested, and motivated. Learning requires active participation. All participants will be expected to participate, contribute, and interact within the safe environment of our learning community.

Course Description

This course, which focuses on multicultural education, is designed to enable all education students to fully understand the concepts of cultural tolerance, social empowerment, and the intersection of cultures in the global classroom, as well as to provide multiple perspectives and strategies for teaching a culturally diverse population. Our study of indigenous peoples of North America will include tribal perspectives on current events and issues that impact Native Americans in regard to education, social issues, leadership, natural resources and economics.

INSTRUCTOR INFORMATION

Instructor: Daisy Figueroa, M. Ed.

Class Meetings: Thursday 6:30pm-9:00pm

Location: McFarland 207

Office: McFarland Hall 327A

Telephone: 701.845.7630 at VCSU

Cell (for emergencies only): 562.822.7606

E-mail: daisy.figueroa@vcsu.edu

Online Office Hours: Mon-Fri 8:00am-12:00pm and Mon/Tues/Wed 8:00-9:30pm ~By phone or email~

Face-to-Face Office Hours: Mo/We 10:00am-12:00pm and 2-2:50pm; Thu 5:00pm-6:00pm and Friday by appointment only

Biography:

Daisy Figueroa has been in the field of education for over 15 years. Throughout the course of her career, she has had the opportunity to teach diverse groups of both students and teachers. Mrs. Figueroa recently joined VCSU full-time. Prior to moving to the Midwest, Mrs. Figueroa worked as an English Language Learner Specialist and Learning Strategist in the Clark County School District in Las Vegas, Nevada. In these roles, she provided professional development, training and support to classroom teachers. In this capacity she observed, mentored, and modeled best practices for the teachers and staff in an elementary school setting. As a classroom teacher, Mrs. Figueroa taught grades K, 1, and 5 and was responsible for planning and teaching all elementary subjects, including Reading & Language Arts, Math, Social Studies, and Science.

Mrs. Figueroa holds teaching licenses in three states: California, Nevada, and North Dakota. She attended the University of California, Berkeley where she earned her Bachelors of Arts degree in Social Welfare. She earned a Masters of Education degree in Cross-cultural Teaching from National University in San Diego, California.

COURSE REQUIREMENTS

Required Textbooks:

Required:

Campbell, Duane E. (2010). *Choosing Democracy: A Practical Guide to Multicultural Education (4th ed)*. Columbus, Ohio: Pearson-Prentice Hall. ISBN 0135034817

Tatum, Beverly D. (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York, New York: Basic Books (of Perseus Books Group). ISBN 9780465083619

Suggested:

Noel, Jana. (2000). *Notable Selections in Multicultural Education*. Guilford, Connecticut: Dushkin/McGraw-Hill. ISBN 0072333308.

The required textbook can be purchased in the campus bookstore. Both required and suggested textbooks can also be found online on Amazon.com or other websites that sell educational books and supplies.

Learning Outcomes/Course Objectives:

At the end of the course the student will be able to:

- Demonstrate an understanding of culture as a collage of factors beyond race or national origin.
- Demonstrate knowledge of Native American cultures and traditions, as well as other cultural groups; describe historical perspectives from those groups' point of view; and identify issues that may impact education of students from those cultural groups.
- Demonstrate understanding of family and family issues and their relationship to student learning.
- Demonstrate understanding of the impact socio-economic status has on culturally diverse students and their opportunity to learn.
- Demonstrate the ability to continue learning about cultures and to expand one's perspectives, adapting to new and varied student needs, in addition to understanding the basic traditions and values inherent to Native American cultures and issues.
- Know and demonstrate in practice, multiple strategies for teaching and assessing students with varied needs and styles of learning.
- Know, understand, and demonstrate a variety of instructional strategies to encourage learners to develop deep understanding of content areas and apply knowledge in meaningful ways.
- Appropriately incorporate diverse cultural material into the curriculum and know how to screen educational materials for biased or potentially offensive material.
- Know and understand individual differences and diverse cultures/communities to ensure inclusive learning environments that promote high standards and high expectation of all learners.
- Understand the impact of Limited English proficiency (LEP) on students' learning, be able to demonstrate basic strategies for working with LEP students in regular classroom settings, and become familiar with tools and resources to help meet the needs of culturally and linguistically diverse student populations, i.e. <http://www.wida.us>
- Know and demonstrate strategies for working positively with diverse families.
- Know and understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues.

Student Responsibilities:

- ❖ Due dates for all assignments will be given throughout the duration of this course. Since sufficient notice of due dates for assignments will be given, there is no reason why the assignments cannot be completed on time. It is unfair to selectively grant extensions to some students and not others. Therefore, all late assignments will be

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penalized for each day the assignment is late (including weekends). **No papers will be accepted more than seven days late.**

- ❖ You are expected to purchase the books and read the chapters. You cannot pass this class without doing both.
- ❖ You are expected to put, at a minimum, approximately 3-6 hours of preparation and study time per week into this course.
- ❖ During the course of the semester, if you are experiencing any problems (family difficulties, sick relatives, etc.) that are affecting your academic performance, you must inform me of such problems ASAP if you want me to take them into consideration. The sooner I know about a problem, the more understanding I will be. If you come to me during the last week of the semester, before grades are about to be assigned, to discuss difficulties which have affected you throughout the term, you will find that I am not nearly as understanding and that I can do very little to help you with your grade.
- ❖ VCSU provides official vacation days throughout the year. Students who go on vacation other than school-designated days are responsible for turning in work **during the time they are absent**. If a student chooses to go on vacation on days other than official VCSU vacation days, s/he must be prepared to complete and turn in **homework** before or while on vacation. Plan accordingly. **Your attendance is mandatory on the final exam date scheduled for this course.** Once again, mark this date down, plan to be present, and reserve/make travel plans accordingly.
- ❖ You are expected to actively participate in classroom discussions and activities.

Classroom Behavior: Reciprocal courtesy is inherent in authentic collaborative learning; to that end, certain behaviors will not be tolerated in the classroom. The unacceptable behaviors include: texting during class, checking email, playing computer games, or surfing the net. Abuses of the classroom rules will result in a loss of points for that particular day.

Learning Community: The class seeks genuine understanding of very complex issues, which demands openness, honesty and the search for responsibility. Denial and assigning blame or guilt for problems or hurt caused by the ideological elements of schooling only block understanding. Thoughtful, focused, and sensitive inquiry is expected. Class dialogues are required to be respectful even in the midst of sharp debate. Topics may at times invoke painful or distressing memories, feelings, or experiences, and may be very difficult to talk about. We need to be mindful of making it as safe as possible so that learning might extend into places generally hidden from view. The class crucially depends upon our becoming a learning community. This requires truthful, respectful, and compassionate relations among participants.

Instructor Responsibilities:

My job is to provide a quality course conducive to learning. I will do so in the following ways:

- ✓ I will place assignments for the following week by Thursday evening. (*Course Documents* section in Blackboard)
- ✓ I will post important announcements and reminders on Blackboard, as needed.
- ✓ Assignments will be graded no later than ten days after the end of the week. If I am not able to complete them in ten days, I will post an announcement with an estimate as to when I will have the assignments graded.
- ✓ I will check my email for questions during face-to-face and online office hours.
- ✓ I will also check my e-mail at least once a day during weekdays. If you do not get a response from me within 24 hours, please e-mail me again.

Special Needs: Any student with special needs is encouraged to contact me as soon as possible so that appropriate accommodations can be made. Disability Support Services is an element of the Office of Student Academic Services. Students requesting accommodations at VCSU must contact the office of Student Academic Services. Please call the Director of Student Academic Services, Jan Drake at ext. 7302 to schedule an appointment.

Assessment and Grading:

The following grading scale will be used:

A: 93-100% B: 84-92% C: 72-83% D: 63-71% F: 62% or below

- Assignments / Readings / Activities / Discussions: Complete readings, assignments, projects, electronic discussions, and quizzes on time. Be sure to hand in the correct file ON or BEFORE the deadline to Blackboard. It is important to check and double-check to ensure that you have done the work correctly and completely. Do not email your assignments.
- All written assignments should be word processed, unless otherwise specified by the instructor.
- You **MUST** be present for Final Exam Day in order to receive a passing grade.
Final Exam date and policy reference <http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1>
- Attendance is a requirement. The instructor, using professional judgment, has the right to lower student's final grade by one full grade if absenteeism is persistent.
- **Reading and Writing Expectations:** This is a **reading and writing intensive course**. In addition to a textbook and various historical and philosophic readings, it uses case studies and autobiographical writings to bring out the issues in both personal and historical-social-cultural contexts. It is very important that readings be completed *in advance* of the class meetings for which they are assigned. The reading assignments can be challenging, so please plan sufficient time not simply to complete the readings prior to each class but also to reflect on the issues raised by them. The quality of class discussions depends decisively on reading preparation. Please note that the weekly reading load varies, and that written assignments are due throughout the semester, so arrange your schedules accordingly.

Grade	Rubric
A	Student work exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts or processes with ability to transfer knowledge. The student communicates well, thinks and acts in a professional manner. Student always completes all readings/homework in advance and always comes to class prepared.
B	The student articulates concepts and communicates ideas clearly. The completed work shows evidence of original thought and creativity, reflection and thoughtful questioning. The quality of work exceeds and/or meets expectations. Student completes most readings/homework in advance and comes to class prepared.
C	The student meets the objectives but does not exceed them. The student does the basics of the tasks required. Communication/written work is not always clear. The quality of work meets expectations at times, but needs improvement. Student completes some readings/homework in advance, but comes to class unprepared most of the time.
D	Student's work is inadequate, below minimum requirements. The student does the basics of the tasks or less. Communication/written work is rarely clear. The quality of work does not meet expectations. Student rarely completes readings/homework and comes to class unprepared almost all of the time. Excessive absenteeism.
F	No effort put forth, missing assignments, and/or absenteeism

- A: 93-100% B: 84-92% C: 72-83% D: 63-71% F: 62% or below
-

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Course Structure

You will find the class divided into Learning Modules, which are then broken down into sixteen folders on Blackboard—one for each week of the course (go to Course Documents). Every Thursday (or before) I will post the following week's materials in the folder.

Week	*Course Schedule
1	Introduction, Getting to Know You, Course Overview & Expectations, Chapter 1 "Democracy and the Need for Multicultural Education"
2	Chapter 2 "Culture and Schooling"
3	Chapter 3 "Racism and Schools"; Begin Literature Review
4	Chapter 4 "With Liberty and Justice for Some: Democracy, Class Relations, and Schools"
5	Characteristics of Divers Populations—Understanding Commonalities and Differences
6	Chapter 5 "How Society and Schools Shortchange Girls and Boys"
7	Chapter 6 "Human Relations and Multicultural Education"
8	SIOP Model and Multicultural Pedagogy
9	Chapter 9 "Promoting Democracy and Critical Thinking"
10	Chapter 10 "Cooperative Learning, Democracy, and Multicultural Education" Chapter 11 "Teaching Language-Minority Populations"
11	Chapter 10 and 11 continued, Kagan Cooperative Structures—teaching strategies to engage learners
12	Chapter 12 "Democracy, Curriculum, and Multicultural Education"
13	Chapter 13 "Democratic School Reform: How Do We Get from Here to There?"
14	Multicultural Lesson Planning/Group Work
15	Group Presentations
16	Presentations and Final Exam

**This course schedule is tentative and subject to change.*

Assignments	Points	Explanation of Assignment
Homework/Chapter responses (including Family Influences Chart)	70	Homework covering chapter topics/Assigned chapter questions
Film Response Paper	5	"A Class Divided" and submit 1-2 page response paper
Ethnographic Study/Timeline	10	Prepare and present a timeline for a particular ethnic group
Literature Review	10	Read, critique, and analyze articles about multicultural education
Research Project	20	Research a Native American group in North Dakota
Cultural Journal	20	Compilation of Activities, Reflections, and Write-ups
Group Ability Project & Presentation	10	Create, organize, and plan diversity/multicultural lesson that could be implemented in your future classroom
Attendance/Active Participation & Reflection/Dialogues	90	Full participation is expected in discussions and during activities; In-class reflection pieces on topic, film, text (6 pts/class session)
Final Exam	15	Attendance on scheduled Final Exam day is mandatory in order to pass the class; make arrangements to be present.
Extra Credit	10	On your own: Attend a cultural event and write a reflective essay OR watch an extra movie dealing with cultural issues and submit 1-pager
TOTAL	250	Class is based on a running total. Submit assignments within the given time frame. Some points are better than none! Assignments later than 7 days late are not accepted, so plan accordingly.

**The instructor reserves the right to change course content in any manner in order to meet professional requirements*

and/or student needs.

Ability/ Skill/Levels:

- ✓ Literature Review on multicultural educational issues in the U.S.
 - **Ability:** Communication
 - **Skill-** Written; Level- 3
 - **Ability:** Problem-solving
 - **Skill:** Research; Level- 3
 - **Skill:** Critical Thinking; Level- 3
 - **Skill:** Systems Analysis; Level-3
- ✓ Family Influence Chart: An interview will be conducted on a person from a different cultural background than your own.
 - **Ability:** Global Awareness
 - **Skill-** Works with Diversity; Level- 3
 - **Ability:** Communication
 - **Skill-** Written; Level- 2
 - **Skill-** Spoken; Level- 2
- ✓ Ethnographic Study/Timeline: Prepare and present a timeline for a particular ethnic group; include a summary of findings and reflection of learning
 - **Ability:** Global Awareness
 - **Skill-** Works with Diversity; Level- 3
 - **Ability:** Problem-solving
 - **Skill:** Research; Level- 4
 - **Ability:** Communication
 - **Skill-** Written; Level- 3
 - **Skill-** Spoken; Level- 2
- ✓ Research project: Native American group in North Dakota
 - **Ability:** Communication
 - **Skill-** Written; Level- 3
 - **Skill-** Spoken; Level- 2
 - **Ability:** Problem-solving
 - **Skill:** Research; Level- 3
 - **Skill:** Critical Thinking; Level- 3
 - **Skill:** Systems Analysis; Level-3
- ✓ Cultural Journal: Compilation of In-class Activities and Reflection Pieces
 - **Ability:** Communication

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- **Skill-** Written; Level- 3
 - **Ability:** Global Awareness
 - **Skill-** Works with Diversity; Level- 3
 - **Ability:** Wellness
 - **Skill:** Self-worth; Level – 5
- ✓ Final Group Ability Project: Create, organize, and plan a diversity/multicultural lesson plan to present your group's Native American tribe.

All groups will be required to:

- Plan, develop, prepare and deliver a lesson plan that contains all the elements of an effective lesson.
- Incorporate engagement strategies/cooperative learning strategies in lesson plans
- Present and explain their project/teach the lesson.
- Evaluate contributions of the group (1 page or less)
 - Evaluate leadership of self and others
- Submit a reflective statement
 - Summarize and reflect on what you learned
 - About topic
 - About process
 - About self

*Final EDUC 283 group project satisfies the following abilities:

<u>Ability</u>	<u>Skill</u>	<u>Level</u>
Collaboration	Positive Interdependence	5
	Leadership	4/5
Communication	Written	3
	Spoken	3
	Visual	4
Effective Citizenship	Teaches	3/4
	Facilitates Change	3
Problem Solving	Research	4
	Creative/Critical Thinking	4
Global Awareness	Works with Diversity	5
	Understands Systems Interrelationships	4

Attendance and Participation:

Participation: In order for the course to be successful, **active participation** by everyone is required. Participation occurs through consistent, punctual, prepared, and interested attendance at and involvement in course meetings and activities. Students are expected to engage in **critical dialogue** about the topics and readings. The more we put into our weekly encounters, the stronger the course will be. A portion of the course grade will be based upon participation and attendance.

Academic Integrity Policy

Plagiarism Statement: Academic integrity is the foundation of intellectual pursuit and participation in a scholarly community. The student handbook describes the expectations for academic honesty and indicates the possible consequences of academic dishonesty. When an act of academic dishonesty is discovered, faculty are required to complete an Academic Integrity Report to document the incident and sanction to the Vice President of Academic Affairs (VPAA) as well as the division chair. For more information on Academic Integrity, visit: <http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1>

This course meets the following University, ND, and InTASC Standards:

- North Dakota Elementary Standards: **50015.2e Social Studies**-The program requires the study of social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies the integrated study of history, geography, the social sciences, and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
 - InTASC: #2 Learning Differences; #3 Learning Environments; #5 Applications of Content; #7 Planning for Instruction; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; and Human Relations and Diversity.
 - VCSU abilities: Collaboration, Communication, Problem Solving, Global Awareness, Effective Citizenship
-

Teacher Licensure and ELL Endorsement

This is a 3 semester hour course that fulfills the North Dakota Education Standards and Practices Board (ESPB) requirement for teacher licensure in human relations and cultural diversity that addresses the multicultural education and Native American studies standards. In addition, this course satisfies one of the requirements, specified by the North Dakota ESPB, needed to work towards an ESL/ELL Endorsement.

SUPPORT SERVICES

Allen Memorial Library

Circulation and Reference:

Local number 701-845-7277

Toll free: 1-800-532-8641 Extension 37277

The VCSU Learning Center is located in the lower level of the library

VCSU Helpdesk

Local number: 701-845-7256 or 7257

Toll free: 1-800-532-8641: Extension 37256

Other Contact information for VCSU campus services:

Support Services: <http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1>,

Disability Support Services <http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1>

Library: <http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1>

Learning Center: <http://www.vcsu.edu/documents/vp.htm?p=2625&cm=1>