

EDUC 537: Foundations of Multicultural Education

**George Mason University
College of Education and Human Development**

Fall 2004
Tuesdays, 4:30-7:30 p.m.
Forest Park High School
Prince William County Schools

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Course Description:

EDUC 537 examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system. Includes an overview of multicultural/multilingual curricula with a special focus on culturally / linguistically responsive instruction and assessment techniques. Ten hours field experience is required. The course includes a session on child abuse, neglect, and intervention where the basic definitions of, theories about the causes of, indicators of, and assessments and interventions for child abuse and neglect are reviewed.

Student Outcomes & Professional Standards:

Students completing EDUC 537 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and in academic achievement that support individual students' learning. *[NCATE-TESOL Standard 2.a. Nature and Role of Culture].*
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standard 2.b. Cultural Groups and Identity].*
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. *[NCATE-TESOL Standard 1.b. Language Acquisition].*

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.
8. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.
9. Explain and provide examples of anti-bias teaching strategies and classroom practices.
10. Understand the factors that contribute to child abuse and neglect and the importance of helping abused and neglected children. Students will demonstrate content proficiency by:
 - Describing factors that contribute to child abuse and neglect;
 - Identifying characteristics of the abused and the abuser; and
 - Investigating possible causes of abusive behavior and strategies that help in reducing child abuse and neglect.
11. Choose, adapt, and use a wide range of standards-based materials, resources, and technologies, and the ability to use them effectively in second language teaching. *[NCATE- TESOL Standard 3.c. Using resources effectively in ESL/FL and content instruction].*
12. Serve as a professional resource, an advocate for ESL/FL students, and build partnerships with students' families. *[NCATE- TESOL Standard 5b. Partnerships and Advocacy].*

Course Requirements

Assignment	Due Date	Grading	
1. Participation	on-going	5%	Complete required readings & participate in class activities and discussions.
2. Reflective E-journals	on-going	15%	Write at least 3 reflective e-journal entries on topics from reading & class discussions as applied to your personal and/or professional experiences.
3. Cultural religious Presentation	10/19-11/9	25%	Group presentation on a cultural, ethnic, or group w/ suggested teaching approaches.
4. Field experience	11/23	25%	Written analysis of field observations focused on integration of multicultural approaches; ten hours required for all students.
5. Final project	12/14	30%	Choose a student or group of students to focus on & investigate their culture to design & implement a culturally responsive instructional activity.

You will receive detailed guidelines and scoring rubrics for each assignment. It is important to complete all required readings, attend class, be on time, and participate in class

activities and discussions every week. Students who miss 3 or more classes will be lowered a grade. No late assignments will be accepted except under extreme circumstances.

Please remember that this course is a graduate level course and students must fulfill the same requirements as students who take the course on the George Mason University campus. You should count on needing about 2-3 hours per week for reading and an additional 2-3 hours per week to complete assignments. Please consider seriously whether your time will allow you to fulfill these requirements before beginning the course.

Assignments will use the following grading scale:

A	93-100 (4.0)	B	80-86 (3.0)
A-	90-92 (3.67)	C	70-79 (2.0)
B+	87-89 (3.33)	F	0-69 (0.0)

Any course for which a student receives a C or an F may not receive credit towards a degree program. Students must maintain a 3.0 average in their degree program and present a 3.0 on the courses listed on the graduation application.

Statements of Expectations:

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

1. Students are expected to exhibit professional behavior and dispositions. For a listing of these dispositions, see: <http://www.gse.gmu.edu>
2. Students must follow the guidelines of the University Honor Code. For the full honor code, see: http://www.gmu.edu/catalog/apolicies/#TOC_H12
3. 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.
4. 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.

Nature of Course Delivery:

This course is designed to be highly interactive and encourage students to share, reflect, and discuss a variety of topics and issues in multicultural education. The course will be taught using lectures, discussions, student presentations, guest speakers, and individual and group activities. Technologies such as videos, multi-media, e-mail, and web-based discussion boards may also be used to enhance learning.

Required Textbook:

Gollnick, D.M. & Chinn, P.C. (2002). *Multicultural education in a pluralistic society*. (6th ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall.

Required Readings:

(Available on E-reserve at: <http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi>)

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard*

Educational Review, 56 (1), 18-36.

Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice* 31(2), 132-144.

Nieto, Sonia (2002). Lessons from Students Creating a Chance to Dream. In Sonia Nieto, *Language, Culture, and Teaching: Critical Perspectives for a New Century*. (pp. 119-161) Mahwah, N.J.: L. Erlbaum.

Ovando, C.J., Collier, V.P., & Combs, M.C. (2003). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*. (3rd edition) Boston: McGraw-Hill. (Chapter 5)

[Religion In The Public Schools: A Joint Statement of Current Law](http://www.ed.gov/Speeches/04-1995/prayer.html) (April 1995). Available on-line: <http://www.ed.gov/Speeches/04-1995/prayer.html>

Wong Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.

Course Schedule:

Week/Date	Topics & Class Activities	Readings & Assignments Due
1) Sept. 14:	Introduction/Orientation Overview of course and syllabus Requirements for electronic journals Requirements for group presentations	
2) Sept. 21:	Overview of Multicultural Education Culture, Pluralism, & Equality Requirements for field experience Choose groups and dates for presentations	Gollnick & Chinn, Chp. 1
3) Sept. 28:	Cultural Theories & Studies: Deficit vs. Difference Group Presentation Work	Ovando, Collier & Combs, Chp. 5 Moll, Amanti, Neff, & Gonzalez (1992). Funds of knowledge...
4) Oct. 5:	Social Class & Inequalities. Group Presentation Work	Gollnick & Chinn, Chp. 2 Nieto (1994). Lessons from students creating a chance to dream. E-JOURNAL 1 DUE

5) Oct. 12:	Ethnicity & Race Guest Speaker: Classroom communities Group Presentation Work	Gollnick & Chinn, Chp. 3
6) Oct. 19:	Gender Issues	Gollnick & Chinn, Chp. 4 GROUP PRESENTATIONS
7) Oct. 26:	Exceptionality, Disabilities, & Giftedness	Gollnick & Chinn, Chp. 5 GROUP PRESENTATIONS
8) Nov. 2:	Religion and Education Midterm Feedback	Gollnick & Chinn, Chp. 6 Religion in the Public Schools: A Joint Statement of Current Law <i>http://www.ed.gov/Speeches/04-1995/prayer.html</i> GROUP PRESENTATIONS E-JOURNAL 2 DUE

Week/Date	Topics & Class Activities	Readings & Assignments Due
9) Nov. 9:	Language Use & Bilingualism Requirements for Final Projects	Gollnick & Chinn, Chp. 7 Wong-Fillmore (1991). When learning a second language means losing the first. GROUP PRESENTATIONS
10) Nov. 16:	Age & Adolescent Issues Recognizing, Reporting, & Preventing Child Abuse Peer Review of Field Experience Reports.	Gollnick & Chinn, Chp. 8
11) Nov. 23:	Teaching that is Multicultural	Gollnick & Chinn, Chp. 9 FIELD EXPERIENCE REPORT DUE
12) Nov. 30:	Social Reconstructionism & Power Relations Home/School/Community Partnerships Peer Review of Final Projects	Cummins (1986). Empowering minority students: A framework for intervention. E-JOURNAL 3 DUE
13) Dec. 7:	Review of course Course evaluations Final projects presented in class	(No Reading)
14) Dec. 14:	Final projects presented in class	FINAL PROJECTS DUE

GUIDELINES FOR PARTICIPATION
EDUC 537: Foundations of Multicultural Education

Active class participation is crucial to this class. Participation includes:

1. Regular and punctual attendance at all class sessions.
2. Completing all of the assigned course readings for each session.
3. Participating in all class activities and discussions, including group work.
4. Sharing insights, information, and relevant experiences with classmates.
5. Respecting the opinions, ideas, and contributions of others.

Participation and in-class activities will be graded using the following scoring rubric:

Participation Scoring Criteria (worth 1 point each)

- Attends regularly missing no more than two class sessions during the course.
- Demonstrates completion of course readings through discussions and journals.
- Participates actively in class activities, discussions, and group projects.
- Brings homework assignments, materials, and examples to share with colleagues.
- Demonstrates respect for colleagues through thoughtful contributions and questions.

_____ **Participation (5 points total)**

GUIDELINES FOR REFLECTIVE E-JOURNALS
EDUC 537: Foundations of Multicultural Education

1. Choose three topics to reflect on throughout the course that we have discussed in class and read about in the assigned readings for the course.
2. Write one reflective journal entry for each topic and e-mail to the instructor within the allotted time frame. Each entry should be 500 words or less.
3. For each journal entry, be sure to relate the topic to possible classroom implications, giving examples of how it could be used to improve school or classroom practices.
4. Support your ideas and opinions with references to the assigned readings using the simple within-text citations as shown on the Style Sheet.
5. Each journal entry will be worth 5 points for a total of 15 points for all three entries.

REFLECTIVE E-JOURNAL SCORING RUBRIC

Criteria (worth 1 point each)

- Addresses a current topic from class and/or the assigned readings.
- Reflects on topic and relates personal opinions and experiences.
- Provides specific potential school or classroom implications.
- Uses citations to refer to assigned readings to support opinions and ideas.
- Submits no more than 500-word electronic journal entry within allotted time frame.

_____ (5) Journal Entry 1 (Due Date 10/5)

_____ (5) Journal Entry 2 (Due Date 11/2)

_____ (5) Journal Entry 3 (Due Date 11/30)

_____ **(15 points total)**

GUIDELINES FOR CULTURAL PRESENTATIONS
EDUC 537: Foundations of Multicultural Education

1. Join 2-3 other classmates who are interested in the same cultural, ethnic, or religious group as you are. You may want to choose a culture about which you have some special knowledge, experience, or contact. As a team, carefully plan the time for the presentation and activities. Teams will have a maximum of 30-40 minutes for their presentation (10 minutes per team member).
2. Presentations should include:
 - A brief introduction to the topic, the members of the team, and their roles;
 - Some description, demonstration, or information about the cultural group.
 - Sharing of visuals, objects, artifacts, multi-media, or other realia to enhance the presentation.
 - One or more activities in which the class participates to experience some aspect(s) of the culture.
 - Practical suggestions for how teachers can help meet the needs of students from this cultural group and/or possible classroom-based activities for teaching students about this group.
 - Handouts with information presented, suggestions, and/or classroom activities listed.

3. Remember that each member of your group can lead a different part of the presentation. For example, one may share information on the cultural group using Power Point slides, then another may lead an activity, followed by another who shares classroom activities and suggestions.
4. Be creative! Feel free to make your presentation fun and interactive throughout by using plenty of "real" objects and activities. But be careful not to present your cultural group in a stereotypical way. Make sure your colleagues will learn what their own students from this cultural group experience in their daily lives, the customs and traditions they may share, and the issues they may face as members of this group in our society.
5. You do not need to prepare a written report to turn in, but you should submit copies of any slides, overheads, and/or handouts that you use for the presentation.
6. Presentations will be given **Oct. 19, Oct. 26, Nov. 2, and Nov. 9**. Your group will need to sign up for a date by the second week of class.

**CULTURAL PRESENTATIONS
Peer Assessment Form**

Your name _____ Rating (10) _____

Team observed (cultural group) _____

Assessment of Content

1. How well did this presentation teach you about the cultural group that was covered?

Very well (2) Somewhat well (1) Not very well (0)

2. How would you rate the usefulness of this team's classroom ideas and suggestions?

Quite useful (2) Good (1) Not useful (0)

Assessment of Process

3. How well did this team involve the class in discussion and activities during the presentation?

Very well (2) Somewhat well (1) Not very well (0)

4. How well did the team work together and use the allotted time?

Very well (2) Somewhat well (1) Not very well (0)

How could the team have improved its presentation?

Assessment of Product

5. How would you rate the effectiveness of this team's visuals and handouts?

Quite effective (2) Good (1) Not effective (0)

Other Comments:

CULTURAL PRESENTATION SCORING RUBRIC

Criteria

4 Outstanding

- Presents practical information about the cultural group thoroughly and accurately.
- Involves class members often in discussions and activities throughout presentation.
- Shows thorough preparation, including effective visuals and handouts.
- Includes ample practical classroom tips, suggestions, and/or activities.
- Uses time efficiently and remains within time limit, with a clear link or transition from one activity to another.

3 Competent

- Presents adequate information about the cultural group with few inaccuracies.
- Involves class members in some discussions and activities during presentation.
- Shows preparation, although visuals and handouts may be less than completely effective.

- Includes some practical classroom tips, suggestions, and/or activities.
- Uses time fairly efficiently but may exceed time limit slightly, with some transition from one activity to another.

2 Minimal

- Presents some information about the cultural group and/or may have some inaccuracies.
- Involves class members in few discussions and/or activities during presentation.
- Shows limited or less than creative preparation, with visuals and handouts being somewhat ineffective.
- Includes few practical classroom tips, suggestions, and/or activities.
- Uses time less than efficiently greatly exceeding time limit, with few links or transitions from one activity to another.

1 Unsatisfactory

- Presents inadequate information about the cultural group and/or may have major inaccuracies.
- Rarely involves class members in discussions and/or activities during presentation.
- Shows little or no creative preparation, with visuals and handouts being ineffective.
- Includes little or no practical classroom tips, suggestions, and/or activities.
- Uses time inefficiently greatly exceeding time limit, with no link or transition from one activity to another.

_____ (20 points possible) + _____ (5 points - peer assessment)

_____ **25 points total** _____ **Final Grade** (24-25 A, 23 A-, 22 B+, 20-21 B)

**GUIDELINES FOR FIELD EXPERIENCE
EDUC 537: Foundations of Multicultural Education**

OBJECTIVES:

1. To observe the techniques and strategies used by classroom teachers of culturally diverse students at the elementary and/or secondary level.
2. To learn and become familiar with successful and innovative practices, resources, and activities used with culturally diverse students in different school settings.

REQUIREMENTS:

1. Ten hours of field experience in a multicultural classroom setting. Those currently working in the field may complete up to 5 hours at their own site, observing other teachers of culturally diverse students in their school with the remaining 5 hours at a different location.

2. Make arrangements through someone you know at the school site or ask a colleague for assistance in finding an appropriate field experience placement.
3. Use the field experience reporting form to keep track of the required 10 hours of observations and obtain signatures of those teachers observed.
4. Write a 5 page analysis of the teaching approaches observed during field experience based on the questions from the observation worksheet and the guidelines given.

REMINDERS:

1. Remember that you are a guest in these schools and classrooms. Appropriate attire and conduct are mandatory and professional courtesy is essential.
2. Be sure to keep your scheduled appointments and allow plenty of time for travel, parking, and checking in through the school office so that you can be on time to the classroom. If you must cancel a scheduled visit or are delayed, call as soon as possible to let the teacher know.
3. Remember that these teachers are not on display. They have willingly agreed to make themselves available to you. Please respect their teaching methods and try to be helpful and lend assistance where possible. Save any critiques you may have for your written analysis and be sure to express your appreciation to the teacher for allowing you to visit.

FIELD EXPERIENCE REPORTING FORM

Name: _____

Clock Hours: _____ (10)

	School	Teacher	Grade/Subject	Date/Hours	Signature
1.					

2.
3.
4.
5.
6.
7.
8.
9.
10.

SUGGESTED ACTIVITIES:

1. Ask to conference with the teacher **before** and/or **after** your observation to discuss the lesson and to ask questions. While this is not always possible for each visit, you should try to meet with the teacher at least once.
2. Work with individual students or small groups to make some contact with students. Remember that this should be an interactive, not a passive, experience. Be willing to offer your assistance whenever possible.
3. If possible, plan with the cooperating teacher to teach a short lesson or conduct an activity with the class or a small group of students that you prepare in conjunction with the cooperating teacher.

Use this form to keep track of your required 10 hours of field observations and to obtain signatures from each of the cooperating teachers observed. Return this form with your field experience report.

FIELD EXPERIENCE OBSERVATION WORKSHEET

Copy this form and use it for taking notes during your field experience observations. You will use these questions and notes to write your summary and analysis for your field experience report. These notes are for your own use and do not need to be turned in with the final report.

Date: _____ **School:** _____

Teacher: _____ **Grade/Subject:** _____

THINGS TO LOOK FOR DURING YOUR OBSERVATION:

1. Student population (cultural groups, languages, gender, etc.)
2. Different student groupings / interactions (partners, small groups, whole class):
3. Use of culturally diverse materials, examples, visuals:
4. Teacher's interaction with different students / student groups:
5. Use of students' prior knowledge, experiences, sharing of home cultures:
6. Differentiation for different student needs and learning styles:

OTHER THINGS TO NOTE:

7. Daily routine and organizational strategies in the classroom:
8. Student behavior and discipline management:
9. Classroom environment (bulletin boards, seating arrangements, etc.):
10. Use of other languages in the classroom and/or school (by whom):
11. Evidence of diverse parental participation in classroom and/or school setting:

FIELD EXPERIENCE REPORT GUIDELINES

Preparing the Written Report:

You do not need to write about every classroom that you visited during your observation hours. Instead choose one or two memorable settings that you found particularly interesting or useful. Use the three sub-headings below to organize your report on each setting you chose.

1. **Setting:** Briefly describe the setting of your field experience including the grade, level, subject taught, and type of classroom in which you observed (ESOL, regular, etc.). Give a quick summary of the student population in terms of cultural backgrounds, home languages, gender, etc. You should leave off the specific names of teachers and schools but should give general descriptions of the school setting.
2. **Analysis:** Analyze the techniques and activities that you observed with relation to what has been covered in class discussions and readings. Be sure to give citations to the required readings as you relate what was observed to the theories and methods covered in this course. Be sure to mention specific examples from your observations and give suggestions for strategies that could be used to improve the classroom and/or school practices you observed.
3. **Implications:** Write a conclusion about what you will take with you from this experience and what personal implications it will have on your teaching. Be sure to mention specific ideas or activities that you will implement as a result of this experience.

Guidelines:

1. Put your **name on the cover sheet only**, not on every page. This helps maintain anonymity during the assessment process.
2. Use APA style for formatting your paper, following the guidelines on the Stylesheet, including citations to refer to the required class readings wherever needed.
3. Limit your report to 5 pages using double-spaced typing and either 12 or 14-point font. Use the three sub-headings listed above to break the report into sections.
4. Use the scoring rubric to be sure you have covered all of the necessary criteria.
5. The field experience report is due: **Week 11, November 23rd**.

FIELD EXPERIENCE REPORT SCORING RUBRIC

Criteria

4 Outstanding

- Clearly describes classroom setting and population observed.
- Gives a complete analysis of techniques observed, relating specific examples from the classroom and making suggestions for improvement.
- Relates observations to own teaching situation with personal implications for teaching practice.
- Shows thorough use of assigned readings to support analysis and implications.
- Uses concise, coherent, well-organized writing with correct APA style and few errors.

3 Competent

- Description of setting and population observed may be incomplete or lack clarity
- May rely on description rather than analysis of techniques observed or give few examples.
- Conclusions may be general, lacking personal implications for teaching.
- Shows some use of assigned readings to support analysis and implications.
- May write with some lack of clarity and/or inconsistent APA style with some errors.

2 Minimal

- Description of setting and/or population may be incomplete or missing.
- May rely entirely on description and give little or no analysis of techniques observed.
- Draws few or no conclusions or personal implications for teaching.
- Shows limited use of assigned readings to support analysis and implications.
- May write with a lack of clarity and coherence, many errors, or incorrect APA style.

1 Unsatisfactory

- Lacks a description of setting and/or population.
- May give little or no analysis of techniques observed with few or no examples.
- Draws no conclusions or personal implications for teaching.
- Shows no use of assigned readings to support analysis and implications.
- Writes with little clarity or coherence, many errors, and/or no use of APA style.

_____ (20 points)	Written Report
_____ (5 points)	Completion of required 10 hours of field experience. 5pts. = 10+ hours 4 pts. = 8-9 hours 3 pts. = 6-7 hours 2 pts. = 4-5 hours 1 pt. = 1-3 hours
_____ (25 points total)	_____ Final Grade (24-25 A, 23 A-, 22 B+, 20-21 B)

GUIDELINES FOR FINAL PROJECT
EDUC 537: Foundations of Multicultural Education

OBJECTIVES:

1. To learn more about the cultural background of a particular student or group of students with which you are not very familiar.
2. To develop culturally relevant teaching approaches to better meet the needs of that student or students.
3. To implement these new approaches and observe reactions and/or effects on the student(s).
4. To reflect on this action research experience and plan how to continue using culturally relevant teaching with these and other students in the future.

REQUIREMENTS:

1. **Choosing a topic:** Begin this project by thinking about a student or group of students in your classroom whose cultural background is significantly different than your own and about whose culture you may have little knowledge. Think about a student or group of students about whom you may have concerns that your current teaching approaches are not reaching them adequately.
2. **Data Collection:** Think about how you can learn more about that student's home culture. You may want to use various sources such as Internet or book research, talking with the student and/or parent, consulting a colleague with knowledge of the child and/or that particular cultural group, etc. Collect as much information as you can about the culture and the particular student.

3. **Action Plan:** Develop a plan for how you can use the information you gathered to improve your instructional approaches with the student(s). You may want to include some of the following components:
 - **Prior knowledge:** How can you connect lessons to this student's prior knowledge?
 - **Learning styles / strategies:** What learning styles or strategies do you think would work best for this/these student(s)? (cooperative learning, hands-on, homogeneous groups, etc.)
 - **Teaching method(s):** What teaching approaches might be more effective? (small group discussions, individual help, etc.)
 - **Lessons / Activities:** What specific lesson(s) or activities could you do to bridge the cultural gap with this/these student(s)?
 - **Parent Involvement:** What approaches might help you better communicate and/or involve parents of this/these student(s)?
4. **Implementation:** Try out some of your plans, including at least one culturally relevant lesson or activity with your students. Be sure to keep track of what you do and when, using some type of simple journal or log to record your actions.
5. **Reflection:** Reflect on how the new approaches and strategies you have used affected your student(s). Think about what you might do in the future with this/these student(s) or other students of diverse cultures.

WRITING THE REPORT:

1. **Introduction:** Describe the student(s) you chose to focus on for this project and explain how and why you decided to learn more about this/these student(s). Be sure to give a brief description of the classroom setting, grade level, type of program, etc. as well as briefly describing the student's basic background and your own background to show your need for better understanding of this cultural group. Be sure to justify your choices using references to our class readings. (1 page)
2. **Cultural Information:** Give a brief summary of the information that you found out about the student's home culture from your data collection activities. Briefly explain what you did to gather this information and include both general cultural information as well as any specific things you learned about the student's home and background. Use citations for any information gathered from published sources. (2 - 3 pages)
3. **Action Plan:** Describe the plan you developed for more culturally relevant classroom experiences for this/these student(s). You may want to use bulleted lists for some of your plans, but be sure to include enough description of each item so that your plan is clear. Use the components listed here and above for ideas of what to include. Be sure to justify your ideas using references to our course readings and any outside sources you used. (3 - 4 pages)
 - **Prior knowledge**
 - **Learning styles / strategies**
 - **Teaching method(s)**
 - **Lessons / Activities**
 - **Parental Involvement**

4. **Implementation:** Describe the specific actions and activities that you have already implemented from your plan. Be sure to include a lesson plan (informal) or step-by-step description of an activity that you have tried using culturally relevant instruction. Also include your log or journal to document what you did and when. (2 - 3 pages)
5. **Reflection:** Write a reflection about how your culturally relevant teaching approaches and strategies affected your student(s). Explain what worked well and what you might improve. Suggest ideas for what you will try in the future with these and/or other students from different cultures. (1 - 2 pages)
6. **Examples:** If you have any examples of worksheets or materials you developed to use for this project, be sure to include a copy. Please include only things that you made or adapted yourself for these activities. (optional)
7. **References:** Provide a list of all resources used throughout the project. Be sure that you have cited each of these somewhere in the paper. Refer to the Stylesheet for how to format references using correct APA style.

GUIDELINES:

1. Put your name on the cover page only. This assures anonymity in the assessment process. Your final project should be about **10-15 pages** in a typed format, double-spaced. You can use single-spacing if needed for bulleted lists, lesson plans, etc.
2. Final projects are due **Week 14, December 14th**.
3. Make copies of the culturally relevant lesson or activity you implemented for the class and prepare to give a 5-minute presentation on your project during the final two weeks of class.

FINAL PROJECT SCORING RUBRIC

Criteria

5 Outstanding

- Clearly describes and thoroughly justifies choice of student(s) for focus of the project.
- Thorough data collection is evident in complete description of cultural information.
- Action plan includes varied and sound approaches based on data and course knowledge.
- Implementation and reflection are thoroughly explained with clear, specific plans for future.
- Decisions and plans are skillfully supported using thorough references to readings.
- Writing is complete, concise, and well-organized, with few stylistic errors.

4 Good

- Describes and justifies choice of student(s) for focus of the project.
- Adequate data collection is evident in description of cultural information.
- Action plan includes adequate approaches based on data and course knowledge.
- Implementation and reflection are explained with some specific plans for future.
- Decisions and plans are adequately supported using references to readings.
- Writing is mostly complete, concise, and well-organized, with some stylistic errors.

3 Satisfactory

- Describes student(s) for focus of the project but may not fully justify choice.
- Some data collection is evident in basic description of cultural information.
- Action plan includes some approaches based on data and/or course knowledge.
- Implementation and reflection are explained but may lack specific plans for future.
- Decisions and plans are mostly supported using some references to readings.
- Writing is somewhat complete and/or may contain many stylistic errors.

2 Minimal

- Describes student(s) for focus of the project with little or no justification for choice.
- Minimal data collection is evident in limited description of cultural information.
- Action plan includes few approaches based on data and/or course knowledge.
- Implementation and reflection are explained briefly with no specific plans for future.
- Decisions and plans are rarely supported using references to readings.
- Writing may be unclear or incomplete with numerous stylistic errors.

1 Unsatisfactory

- Little or no description or justification of student(s) for project given.
- Little or no data collection is evident and/or no description of cultural information included.
- Action plan includes few approaches and/or may not be based on data or course knowledge.
- Implementation and/or reflection are missing or ineffectively explained.
- Decisions and plans are not supported using references to readings.
- Writing is incoherent and/or incomplete with numerous stylistic errors that interfere with communication.

_____ (30 points total) _____ **Final Grade** (28-30 A, 27 A-, 26 B+, 24-25 B, 21-23 C)
STYLE SHEET

In preparing written materials and reports for this course, please use the following guidelines (based on the American Psychological Association's [APA] publication manual).

1. List the type of paper, your name (on this page only), the course number and name, and date in the center of your **cover sheet** as follows:

Final Project
Catherine Jones
EDUC 537: Foundations of Multicultural Education
Fall 2004

December 14, 2004

2. The **cover sheet** should also include a "**running head**" in the upper left corner (but not in the header) in which you list the paper's title or topic in 5 words or less:

RUNNING HEAD: Culturally Relevant Teaching of Cambodians

3. After the first page, every page following should use a **header** in the top right corner with an even **shorter title** (3 words or less), followed by the **page number** (cover sheet is page 1 even

though no number is listed on that page). For example: Teaching Cambodians 2

4. **Indent the first line of paragraphs** rather than using block style (flush to left margin) and use only **left justification** (not double justified margins). Use **double spacing** throughout text.

5. **Use headings and sub-headings** to indicate major sections of your presentation or report. Refer to the guidelines for each assignment for suggestions on major sections. Examples:

Setting

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Analysis

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Implications

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

6. Whenever you refer to information that comes from our course readings or another source, use within-text citations to give authors credit for their ideas. All within-text citations should appear in the reference list. **Avoid direct quotations; I would rather read what you have to say than someone else's words.** Use the following guidelines for when to cite:

- When using the author(s)'s thoughts or concepts explicitly but not quoting directly;
- When using a thought or concept unique to the author(s).
- Thoughts or concepts representing common knowledge or generally known facts should not be referenced.

7. For **within-text citations** in a report or presentation, provide the last name of the author and the year of the publication. If referring to an edited volume or a compilation of different writers' work, refer to the author, editor or publisher, and the year (**page numbers are only included for direct quotations**). Always check the spelling of authors' names, and pay special attention to the order of their names (These are not typically listed alphabetically but by the importance of each author's contribution to the work; lead authors are listed first because they have taken more responsibility than their co-authors). Put the period **AFTER** the citation or parentheses containing the reference. See the following examples:

Children may be adversely affected by parents' use of English in the home (Wong-Fillmore, 1991).

According to Ovando, Collier, and Combs (2003), using students' native language for academic content is preferably until they are able to develop cognitive academic language proficiency in English.

8. **Provide a list of references** for all within-text citations only. This means that if you do not refer to a publication in your report, you should not add it to your list of references. List references alphabetically by last name, followed by the year in parentheses, the title (in italics), the place of publication, and the publisher. Use the following examples for your list of references. Indent each line after the first in each reference.

Book:

Gollnick, D.M. & Chinn, P.C. (2002). *Multicultural education in a pluralistic society*. (6th ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall.

Chapter in an Edited Book:

Erickson, F. (1993). Transformation and school success: The politics and culture of educational achievement. In E. Jacob & C. Jordan (Eds.), *Minority education: Anthropological perspectives* (pp. 27-51). Norwood, NJ: Ablex.

Journal Article:

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56 (1), 18-36.

On-line Resource:

Jacob, E. (1999). *The Cultural Inquiry Process*. Retrieved September 14, 2004, from <http://www.classweb.gmu.edu/cip>

9. **When to use *et al.* (no period after *et*):** Only for within-text citations of more than two authors. Use *et al.* after the first full reference listing all authors.

10. If you want to use **acronyms**, spell out what each stands for the first time it appears in your paper, For example: English Language Learner (ELL). Be sure to explain fully any term or acronym that someone outside of your context might not readily recognize. Acronyms stand alone, without periods, as in:

ESOL ELL