

George Mason University
Graduate School of Education
Multilingual/Multicultural Education Program
Foundations of Multicultural Education
EDUC 537-001
Fall 2009

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Class meetings: Monday 7:20 – 10:00 pm
Aug. 31, 2009-Dec. 21, 2009
West Building, Room 1007

Office Hours: See special dates on syllabus
or by appointment

Course Description

EDUC 537 examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Particular attention is given to the role of ethnicity in the development of the United States and its education system. An overview of multicultural/multilingual curricula and culturally and linguistically responsive instructional and assessment techniques are also included.

Course Objectives

At the conclusion of EDUC 537, students will be able to:

- 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. (TESOL 2a).
- Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. (TESOL 2b).
- Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for culturally and linguistically diverse students. (TESOL 3a).
- Understand the factors that contribute to child abuse and neglect and the importance of helping abused and neglected children.
- Demonstrate an understanding of the multiple, often competing, goals of public schooling, how these goals have evolved historically, and how they presently impact our democratic society.
- Be familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them effectively with culturally and linguistically diverse students and content teaching. (TESOL 3c).
- Demonstrate knowledge of history, research, and current practice in the field of culturally responsive pedagogy and apply this knowledge to improve teaching and learning. (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.
- Establish a knowledge base about the dynamics and selected manifestations of social and school-based inequities and forms of oppression such as racism, ethnocentrism, sexism, classism, ableism, linguisticism, heterosexism, religious oppression, and others.

Course Requirements

- Fieldwork is required as part of this course.
- Students are expected to complete all readings *prior to each class*, attend all class sessions, and participate actively during group discussions and activities.
- Students must complete all assignments on time. Points will be taken off assignments that are submitted past deadline, unless special arrangements have been made with the professor in advance.

Assignment	Due Date	Grading	Goal
1. Participation	Weekly	10%	<ul style="list-style-type: none"> Students are expected to complete all readings and participate actively and thoughtfully in every class session NCATE TESOL Standards 2a, 2b, 5a, 5b ACTFL NCATE Standards: 3a, 4a, 6a
2. Reflective Personal Development Paper	September 28, 2009	20 %	<ul style="list-style-type: none"> Essay detailing personal beliefs and principles about teaching in increasingly diverse and heterogeneous US classrooms and schools (5-7 pages, plus references). NCATE TESOL Standards: 2a, 2b, 5a, 5b ACTFL NCATE Standards: 3a, 4a, 6a
3. <i>Bridging the Divide Project: Culturally Diverse Families in Our Schools</i>	November 30, 2009	40 %	<ul style="list-style-type: none"> Individual or partner paper (15-23 pages, plus references) analyzing an interview of a family from a racial, linguistic, socioeconomic, and cultural background different from their own Individual or group classroom presentation on what was learned from working with culturally and linguistically diverse families NCATE TESOL Standards: 2a, 2b, 5a, 5b ACTFL NCATE Standards: 3a, 4a, 6a
4. Final Project— <i>Making Choices for Multicultural Education: Developing a Sixth [Social Justice] Approach to Race, Class, and Gender.</i>	December 14, 2009	30 %	<ul style="list-style-type: none"> Powerpoint with detailed speaker notes and handout with references inspired by Sleeter & Grant (2009), detailing the development of a sixth [social justice] approach to race, class, and gender (8-12 pages, plus references) NCATE TESOL Standards: 2a and 2b
<p>Detailed information and examples for each assignment are available on the TaskStream site at http://www.taskstream.com/ts/bright11/537Fall09.html The password is brighteduc537 . **I will let you know when there is a site for EDUC 537-001</p>			

NOTE: All assignments are due via the TaskStream website by midnight on the assigned day unless previous arrangements are made with me. Each student is responsible to maintain a record (a printout of your email) indicating the date and time submitted and to confirm receipt by me.

Please upload all written assignments to TaskStream unless otherwise noted. I will return your electronic copy via email with my feedback and grade.

Students with Special Needs

Please see me early in the session if you require special accommodations to successfully complete this course.

Inclement Weather

When there is a change in the university schedule due to inclement weather or other circumstances, the announcement will be made on the university switchboard (703 993-1000) and the [university's web site](#).

Required Text

Sleeter, C. E. & Grant, C. A. (2007). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (6th Ed.). New York: J. Wiley & Sons.

Required Readings

Unless otherwise noted, all documents are available on GMU's TaskStream site, <http://www.taskstream.com/ts/bright11/537Fall09.html> . The password is brighteduc537

*Other readings will be assigned through the semester as decided by the professor, guest speakers and the class.

Bonilla-Silva, E. (2002). The linguistics of color blind racism: How to talk nasty about blacks without sounding "racist." *Critical Sociology*, 28(1-2).

Christensen, L. (1990). Teaching standard English: Whose standard? *The English Journal*, 79:2., pp. 36-4.

Cortes, Carlos. (2004). Knowledge construction and popular culture: The media as multicultural educator. In Banks, J., & Banks, C. (Eds.) *Handbook of Research on Multicultural Education*. San Francisco, CA: Jossey-Bass.

Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In *Other people's children: Cultural conflict in the classroom* (pp. 167-183). New York: The New Press.

Dow, J., & Slakin, B. *Deconstructing the myths of the "First Thanksgiving."* Retrieved August 14, 2009, from <http://www.oyate.org/resources/longthanks.html>

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-111.

Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), p. 816-852.

Gorski, P. (2008). *Defining multicultural education*. Retrieved Aug 15, 2009, from <http://www.edchange.org/multicultural/initial.html>

Gorski, P. (2008) *Complicity with conservatism*. Retrieved Aug 15, 2009, from http://edchange.org/publications/Complicity_with_Conservatism.pdf

Gorski, P. (2008) *Critical paradigm shifts for multicultural education*. Retrieved August 15, 2009, from <http://www.edchange.org/multicultural/resources/paradigmshifts.html>

Gorski, P. (2008) *Understanding the digital divide*. Retrieved August 14, 2009, from <http://www.edchange.org/multicultural/net/digdiv.html>

Jones, R. (1999). *I don't feel safe here anymore*. Retrieved August 14, 2009, from <http://www.nsba.org/IDontFeelSafe>

Haynes, Charles (2004). *Religious liberty in public schools*. Electronically available at the Freedom Forum's Web site, first amendment section, at: http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx

Human Rights Campaign. (2009). *Working for lesbian, gay, bisexual and transgendered rights*. Retrieved August 14, 2009, from <http://www.hrc.org/>

- Kubota, Ryuko. (2006). Unfinished knowledge: The story of Barbara. In Luria, H., Seymour, D., & Smoke, T., (Eds.) *Language and Linguistics in Context: Readings and Applications for Teachers*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural teaching. *Journal of Teacher Education*, 48(2).
- Lindsey, D. (2002). An Introduction to Child Abuse. Retrieved on August 14, 2009, from <http://www.childwelfare.com/kids/caintro.htm#Top>
- McIntosh, P. (2000). *White Privilege: Unpacking The Invisible Knapsack*. Retrieved August 14, 2009, from <http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved August 14, 2009, from <http://www.mentalhealthamerica.net/index.cfm?objectid=DE292B2D-1372-4D20-C8F3A2E5B306884B>
- Schriedewind, N. (2005). "There ain't no white people here!": The transforming impact of teachers' racial consciousness on students and schools. *Equity & Excellence in Education*, 38 (p. 280-289).
- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).
- Underground undergrads. (2009). *Underground Undergrads*. Retrieved August 14, 2009, from <http://undergroundundergrads.com/>
- U.S. Department of Education (2003). *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*. Retrieved Aug 14, 2009, from http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved August 14, 2009, from <http://www.ojp.usdoj.gov/nij/pubs-sum/156216.htm>
- Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The Sociopolitics of English Teaching*. Towanda, NY: Multilingual Matters.

Please see the TaskStream site for other recommended books and articles.

EDUC 537-001
Course Outline Fall 2009

Note: Several guest speakers may join us during the semester, and as a result, this schedule may be modified.

Class/Date	Topic/Theme	Required Readings (Before Each Class)
Week 1 August 31, 2009	Syllabus Overview Introductions Purpose/ Framework	Defining Multicultural Education (from the Multicultural Supersite): http://www.edchange.org/multicultural/initial.html Defining Multicultural Education (from the National Association of Multicultural Education) http://www.nameorg.org/resolutions/definition.html
Week 2 September 14, 2009	Introduction to Critical Multicultural Education	Kubota, R. (2006). Unfinished knowledge: The story of Barbara. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Gorski, P. (2008) Defining Multicultural Education
Week 3 September 21, 2009	Illusions of progress: Business as usual	Sleeter & Grant, Ch. 1 McIntosh, P. (2000). White Privilege: Unpacking the invisible knapsack. Gorski, P. (2008) Critical paradigm shifts for multicultural education
Week 4 September 28, 2009	Teaching the Exceptional and the Culturally Different	Sleeter & Grant, Ch. 2 Bonilla-Silva (2002). The linguistics of color-blind racism. Reflective Personal Development Paper Due
October 5, 2009	Special Office Hours	On campus from 9 am -12 pm, 15 minutes one-on-one, by appointment Note: No class at night Optional conference call, 9-10 pm, 218-844-3388, code 5371#
Week 5 October 13, 2009 **Note: Tuesday class	Human Relations Approach	Sleeter & Grant, Ch. 3 Christensen, L. (1990). Teaching Standard English – Whose Standard? Cortes, Carlos. (2004). Knowledge construction and popular culture: The media as multicultural educator. Thomas & Collier. (2003). The multiple benefits of dual language.
Week 6 October 13, 2009	Single Group Studies	Sleeter & Grant, Ch. 4 Jones, R. (1999). <i>I don't feel safe here anymore.</i> Haynes, Charles (2004). <i>Religious liberty in public schools.</i> Human Rights Campaign. (2009). <i>Working for lesbian, gay, bisexual and transgendered rights.</i>

Class/Date	Topic/Theme	Required Readings (Before Each Class)
Week 7 October 19, 2009	Multicultural Education	Sleeter & Grant, Ch. 5 Delpit, L. (1995). Education in a multicultural society. Lawrence. (1997). Beyond racial awareness.
Week 8 October 26, 2009	Federal Education Programs for Special Populations Assignment #2 Mid-term Check	Selected readings will be assigned one month in advance from www.ed.gov , www.neglected-delinquent.org , www.serve.org/nche Activity on ethnographic interviewing and participant observation
Week 9 November 2, 2009	Education that is Multicultural and Socially Reconstructionist	Sleeter & Grant, Ch. 6 and 7 Wong, S. (2000). Transforming the politics of schooling... Schniedewind, N. (2005). "There ain't no white people here!" Underground Undergrads (website)
Week 10 November 9, 2009	Child Abuse, Neglect, and Intervention	Child victimization http://www.ojp.usdoj.gov/ovc/assist/nvaa99/chap10.htm Lindsey, Duncan (2002). An Introduction to Child Abuse. US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse.
Week 11 November 16, 2009	Guest Speaker: Dr. Anita Bright Critically examining K-12 texts	Dow & Slakin. Deconstructing the myths of the "First Thanksgiving." Ponton, L. (2008). What does gay mean? National School Boards Association (2004) What Are Your Legal Obligations Regarding Student Sexual Orientation? U.S. Dept of Ed: (2003). Guidance on constitutionally protected prayer
November 23, 2009	Optional Conference Call	9-10 pm, 218-844-3388, code 5371#
Week 12 November 30, 2009	Introduction: <i>Education for Democracy, Equity, and Social Justice</i>	Presentations: <i>Bridging the Divide: Culturally Diverse Families in Our Schools</i> Projects Due

Class/Date	Topic/Theme	Required Readings (Before Each Class)
Week 13 December 7, 2009	Culturally Responsive Pedagogy	<p>Gay, G. (2002). Preparing for culturally responsive teaching.</p> <p>Gere, et al. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy.</p> <p>Gorski, P. (2008). Complicity with conservatism.</p>
Week 14 December 14, 2009	Presentations	Final Projects Due Presentations
Week 15 December 21, 2009	Final Wrap-up: Where do we go from here?	Presentations

Professional Standards

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

Statement of Expectations—College of Education and Human Development

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See 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.

The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (1992) outline the knowledge, dispositions, and performances deemed essential for all teachers regardless of the subject or grade level being taught. Drafted by a committee of teachers, teacher educators, and state agency officials, they represent a shared view among the states and within the profession of what constitutes competent beginning teaching. These standards are currently being translated into standards for various subject matter areas and specific student populations. Please go to http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development/ for details.

The relationship of *EDUC 537* to the 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.

**Participation Scoring Rubric
(10% of Grade)**

	ATTENDANCE	PREPARATION OF READINGS	PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	HOMEWORK, PROJECTS, EXEMPLARS	RESPECT FOR COLLEAGUES
4	Attends <i>every</i> class session on time or makes arrangements with the instructor prior to an excused absence or tardy.	Always prepared for thoughtful contributions to class discussions.	Active participation in discussions, activities, and projects.	Always prepared with assignments for class or group work.	Demonstrates interest and respect for the opinions of others.
3	Attends <i>every</i> class session, usually on time, or makes arrangements with the instructor prior to an excused absence or tardy.	Prepared most of the time for thoughtful contribution to class discussions.	Satisfactory participation in discussions, activities, and projects.	Usually prepared with assignments for class or group work.	Usually demonstrates interest and respect for the opinions of others.
2	One unexcused absence.	Prepared some of the time for thoughtful contribution to class.	Minimal participation in discussions, activities, and projects.	Sometimes prepared with assignments for class or group work.	Cursory respect for classmates and/or guest speakers.
1	Two or more unexcused absences.	No evidence of reading or preparation for class.	Little to no participation in discussions, activities, or projects.	Rarely or never prepared with assignments for class or group work.	Disrespectful of classmates and/or guest speakers.

**Reflective Personal Development Paper Rubric
(20% of Grade)**

	EXPLORATION OF FAMILY BACKGROUND AND WORLDVIEW	SYNTHESIS OF CULTURAL BACKGROUND AS AN EDUCATOR	EXPLORATION OF PERSONAL LIFE EXPERIENCES, BIASES, AND PREJUDICES	SYNTHESIS OF LIFE EXPERIENCES, BIASES, AND PREJUDICES INTO CONTEMPORARY EXPERIENCES AS AN EDUCATOR	PRESENTATION AND APA FORMAT
4	Thoroughly engages and explores socio-historical implications of genetic and family cultural background while linking these concepts to self-identification.	Thoroughly synthesizes and explores the influences that cultural background and worldview plays on the role as an educator.	Thoroughly explores how various life experiences, biases, and prejudices have led to self-identification.	Thoroughly synthesizes and explores how life experiences, biases, and prejudices influence the role of an educator.	All format requirements are met, required sections are in the correct order, the report is easy to read and understand, and all sentences are grammatically correct with no spelling errors.
3	Adequately explores family background and worldview.	Adequate synthesis of cultural background with contemporary role as educator.	Adequately explores personal life experiences, biases, and prejudices.	Adequate synthesis of self-identification with contemporary role as an educator.	Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar and spelling used are basically correct, and there are only a few misspelled words or awkward sentences.
2	Little evidence of exploring family background or worldview.	Although developed, ideas are not linked or synthesized logically.	Little evidence of exploring personal life experiences, biases, and prejudices.	Although developed, ideas are not linked or synthesized logically.	Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas can still be determined.
1	No evidence of exploring family background or worldview.	Very little or weak attempt to synthesize cultural background with role as educator.	No evidence of exploring personal life experiences, biases, and prejudices.	Very little or weak attempt to synthesize life experiences, biases, and prejudices with role as an educator.	Few APA formatting requirements are met, report is hard to follow, and poor grammar or spelling significantly reduce the readability of the essay.

**Group Activity Rubric: Bridging the Divide Rubric
(40% of Grade)**

	FAMILY INTERVIEW	UNDERSTANDING OF FAMILY PERSPECTIVE AND CONTEXT	CRITICAL ANALYSIS	CONCLUSIONS AND RECOMMENDATIONS	PERSONAL REFLECTIONS	WRITTEN PRESENTATION AND APA FORMAT
4	Conducted and reported neighborhood walk, integrated critical reflections into interpretations along with the family interview, as described in guidelines, using effective interview techniques leading to meaningful rapport with family	Developed a complete description of the participating family, its history, experience with immigration and education, and community context and written from an insider's perspective	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. Deep insights are grounded in theory and amply supported by class readings and discussion across multiple themes	Conclusion thoroughly synthesizes the meaning of this experience and provides useful, concrete recommendations for practice grounded in theory and the findings from this study.	Personal reflection critically examines your experience conducting this study, how your assumptions and beliefs changed, and concludes with clear insights into how you will apply this knowledge and understanding in your own practice.	Report is in APA format, all required sections are present and in logical order, layout conventions are used and followed consistently, report is easy to read and follow, and all sentences are grammatically correct.
3	Conducted and reported on family interview and neighborhood walk as described in guidelines, while establishing rapport with family.	Developed an adequate description of the family, its history, experiences with immigration and education, and community content, but written from an outsider's perspective.	Adequate analysis and reflection of most areas, including some of the theories and themes discussed in class.	Conclusion adequately synthesizes the meaning of this experience and provides some useful recommendations for practice, including a good attempt to connect theory with the findings from this study.	Personal reflection adequately explores your experience conducting this study, touches on how your assumptions and beliefs changed, and concludes with some good ideas about how you will apply this knowledge and understanding in your	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, and there are only a few misspelled words or awkward sentences.

	FAMILY INTERVIEW	UNDERSTANDING OF FAMILY PERSPECTIVE AND CONTEXT	CRITICAL ANALYSIS	CONCLUSIONS AND RECOMMENDATIONS	PERSONAL REFLECTIONS	WRITTEN PRESENTATION AND APA FORMAT
					own practice.	
2	Conducted family interview, but report deviates substantially from guidelines or fails to capture sufficient information to carry out assignment.	Description was superficial and/or missing important elements, and failed to meaningfully capture family perspectives.	Analysis and reflection does not adequately address the guidelines, lacks a sound theoretical framework, and contains very weak connections to class readings and themes discussed in class.	Conclusion makes only a weak attempt at synthesizing the meaning of this experience, provides somewhat superficial recommendations for practice, and lacks connections to the results of this study or to theory.	Personal reflection is superficial, shows only weak engagement with this experience, and demonstrates little critical examination of its meaning or of possible applications to your own practice.	Although APA formatting requirements are only minimally followed and there are a significant number of misspelled words or poorly constructed sentences, the gist of the report can still be determined despite these technical writing difficulties.
1	Does not conduct or report family interview as described in guidelines.	Little or no meaningful description of family perspective and context.	No analysis or reflection included, consists primarily of unsupported opinion, lacks support from references, and contains superficial or unexamined assumptions.	Conclusion is missing or fails to synthesize the meaning of this experience, while recommendations are either missing, unoriginal, or unconnected to this study.	Personal reflection is missing or fails to address the minimum requirements outlined in the project description.	Few or no APA formatting requirements are met, report is messy and hard to follow, and poor grammar and spelling significantly reduce the readability of the report.

**Final Project *Education for Democracy, Equity, And Social Justice* Scoring Rubric
(30% of Grade)**

	PHILOSOPHICAL FRAMEWORK	CRITICAL ANALYSIS	RECOMMENDED PRACTICES (APPLICATION TO A SCHOOL/ CLASSROOM SETTING)	PERSONAL REFLECTION	WRITTEN EXPRESSION AND APA FORMAT
4	Framework is supported by a well-developed theoretical and research base that reflects a thorough integration of class readings and discussions, and addresses issues of culture, language, religion, gender, ethnicity, race and other elements of identity.	Critically analyzes the major issues covered in this course; deep insights are grounded in theory and amply supported by class readings and discussions across multiple themes.	Evidence of clear implications of philosophical framework and theory for students, teachers, and school leaders through original, well-grounded ideas.	Personal reflection critically examines your experience preparing this project, how your assumptions and beliefs changed, and concludes with clear insights into how you will apply this knowledge and understanding in your own practice.	All required sections are present and well-organized; excellent written expression makes presentation easy to read and follow; sentences are grammatically correct; spelling is correct, and APA format is used and followed consistently.
3	Framework is based on an emerging level of understanding, integrates some class readings and discussion, and addresses a number of relevant issues.	Emerging level of analysis includes some citations and critical reflection on class readings, discussions, themes, and important theories.	Some application to educational practice made; recommended practices are linked to theoretical framework outlined above, and interventions reflect the literature.	Personal reflection adequately explore your experience conducting this study, touches on how your assumptions and beliefs changed, and concludes with some clear ideas into how you will apply this knowledge and understanding in your own practice.	Most required sections are present and logically organized; adequate written expression makes paper relatively easy to read and follow; grammar and spelling used are basically correct; there are only a few misspelled words or awkward sentences, and most of the APA formatting requirements are met fairly consistently.

2	Framework is based on an undeveloped theoretical grounding reflecting little evidence of having engaged in readings and discussions with only a few relevant issues addressed.	Analysis does not adequately address the areas studied, lacks a sound theoretical framework, and possesses very weak connections to class readings and discussions.	Minimal application to educational context is made and little reference to theory or literature established.	Personal reflection is superficial, shows only weak engagement with this experience, demonstrates little critical examination of its meaning or of possible applications to your own practice.	Although some required sections are missing or poorly organized, misspelled words or poorly constructed sentences make writing hard to follow, and APA formatting requirements are minimally met, the gist of the report can still be determined despite these technical writing difficulties.
1	Framework is not developed or is uninformed by theory and research from readings and discussions.	No analysis included; consists primarily of unsupported opinion; lacks support from references, and is superficial or includes unexamined assumptions.	No application to an education context is evident and interventions are omitted or not tailored to workplace.	Personal reflection is missing or fails to address the minimum requirements outlined in project description.	Important sections are missing, report is poorly organized and hard to follow; poor grammar and spelling significantly reduce the readability of the report, and few APA formatting requirements are met.

Class Participation Guidelines (10% of Grade)

Foundations of Multicultural Education is based on a pedagogy of transformation and a social constructivist theory of learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, the active participation and engagement of students in class discussions is critical.

Expectations

During all forms of participation, please keep in mind the following expectations (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully*—consider perspectives different from your own
- Speak from your own experience or from the readings—*avoid interpreting for others*
- Respectfully challenge the ideas of others: *criticize the idea – not the person*
- Welcome diverse views
- Everyone who wishes gets a chance to participate—encourage and *invite each group member to join in* and avoid dominating the discussion

Classroom Participation

You are expected to complete all readings prior to class, attend every class session, arrive on time, and actively engage in thoughtful and respectful dialogue with others. Given that most issues have more than one possible answer, we will develop and use a variety of strategies to seek the best solutions. Knowledge construction and personal transformation are processes. As the session progresses, you will be expected to examine your pre-existing beliefs and opinions critically and to reconstruct your own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If you are unable to attend class, please notify me as soon as possible. Absences due to illness, accident, or family crisis are considered excused at my discretion. Students with excused absences should arrange an alternative assignment in lieu of class participation (e.g. an additional 3-4 page reflective response to the week's readings).

Tardies: Please notify me by email if you anticipate being late to class. If you foresee difficulties in consistently arriving on time (e.g., due to job, family commitments, etc.), please discuss your situation with me early in the session.

Reflective Personal Development Paper (20% of Grade)

September 28, 2009

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

In this paper, you will explore:

- 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 to 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(s), your family background, your interactions with others unlike yourself, and other factors determined by your upbringing and other circumstances.

Include *SPECIFIC EXAMPLES OF EVENTS AND SITUATIONS* that you feel shaped your views on these areas. 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, September 28 and/or Monday, October 5, 2009.

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 the U.S.'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 the development and content area achievement of culturally and linguistically diverse students.

Scope

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

Write a 5-to-6 page paper recapturing your recollections and emphasizing your experiences with cultural diversity as a student in elementary and secondary school 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 gender, racial/ethnic, and religious group, and socioeconomic class, etc.? How have these messages—or later life situations that challenged them—informed the way I interact with others, including students, parents, colleagues, either in or out of my group?

- Have I been encouraged (or compelled) to think about issues like privilege, racism, classism, sexism, sexual orientation, homophobia, xenophobia, etc.? If so, how has my teaching and learning been shaped or influenced by those experience? If not, how has the lack of consideration of those issues informed my teaching and learning?
- What are some of the issues and “-isms” with which I still struggle? What are some of my stereotypes or prejudices? How might I confront them?
- What life experiences, or dimensions of my identity, give me a unique insight into multicultural issues?
- What media sources currently influence my worldviews? What news sources do I trust?

Challenges

Try to think deeply about the 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 associated with those areas. Challenge yourself. Use this as an opportunity to practice and model self-criticism.

Suggested Format

A Self-Assessment from a Multicultural Perspective	
Family History	Family Background
Life Experience	<ul style="list-style-type: none"> • Cultural experiences • Childhood • Adolescence • College and beyond • Adulthood • Current and past media influences
Impact on Teaching	<ul style="list-style-type: none"> • Personal impact • Professional impact/educational strategies • How are you planning to apply this knowledge at PK-12 schools?
Final Thoughts	<ul style="list-style-type: none"> • What have you learned from this experience/assignment? • Has your awareness changed? • What is your current thinking on the issues of culture, diversity, multiculturalism? • What will you take with you?
References	<ul style="list-style-type: none"> • APA

Paper Length: 5-to-6 double-spaced pages. Please follow APA guidelines.

NCATE-TESOL’s Second Domain - Culture

Bridging the Divide: Culturally Diverse Families in Our Schools

Project Guidelines

**Parental, Family, and Community Involvement
A Scholarship of Engagement**

**Community-Based Service-Learning Field Experience
(40 % of Grade)**

Group Presentations: November 30, 2009

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, *Bridging the Divide* engages students in a performance-based assessment task.

Each student or pair of students will gather data and engage in a constructive dialogue with 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.

Goals

This project will facilitate:

- a. Meeting with culturally and linguistically diverse parents and/or guardians who have children enrolled in our public schools;
- b. Focusing on multicultural education and social justice issues by engaging in dialogue with the families and communities of PK-12 students;
- c. Giving you an opportunity to examine a parent's view of authentic parental involvement;
- d. Finding and recommending culturally appropriate classroom/school applications.

If possible, conduct these interventions in the family's home. Try to include in the dialogue parents/guardians, other adults living in the home, and children. Doing so may help break through the affective social filter and allow for a better understanding of the family context.

A walk through the neighborhood can also be an enriching experience for you to better understand the context of the community. Spend some time walking around their neighborhood gathering data (e.g., talking to its residents, taking photographs, and making observations). Try to be as keen an observer as possible. Search for cultural artifacts (e.g., signage, storefronts, advertisements, etc.). Ask many questions and make sure to record everything in your journals.

Interview Protocol

Step One

Each individual (or pair) will develop an interview protocol. The protocols are organized sets of questions used to guide the interview and keep the interview flowing in a conversational manner. 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 (e.g., “Did you go to school?”) in favor of questions that encourage longer responses (e.g., “*Tell me about your childhood back home. What was your school like?*”) Use prompts to get participants to keep talking (e.g., “*Tell me more about that*” or “*How did that make you feel?*”)

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

- a. Physical characteristics of the home (if interviews are conducted in the home);
- b. Community characteristics;
- c. Demographic/background information;
- d. Educational background of parents; ages and grades of the children;
- e. Immigration experience (How/why 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 (Luis Moll);
- i. Perspectives on education: What is a well-educated child? What are the roles of families and schools in children’s education?
- j. Experiences with children’s school(s): Types of support they have received;
- k. Misunderstandings, difficulties and challenges and how they have handled them;
- l. What do these families want their children’s teachers and administrators to know about them and their children?

Step Two

- 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, storefronts, places of worship, signs, and spaces) and what they represent to its residents. As you explore, take photographs and record your observations in your journal.
- b. Interview a family from a racial, linguistic, and socioeconomic background different from your 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 participants by *who? what? when? where?* and *why*. You may want to tape record the interview (be sure to get signed permission from the family—a sample form will be distributed in class). Take a few pictures if the family feels comfortable.

Step Three

If working with a partner, 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. Note interesting information, stories, or quotes that strike you. Share your thoughts with the rest of the group.

Decide on the 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? If meeting with your partner, decide when and how often will you meet again? Be sure to record group member responsibilities and roles.

Step Four

Groups will coauthor and carefully edit a written report of their project. The last section of the report must include a personal reflection (250 words) written by each group member. Please develop a short PowerPoint to help present your report.

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 in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating to the United States, educating their children, and engaging with the educational system.

Include the following:

A. Setting (~½ - 1 p.)

1. Describe the setting in which the dialogue took place.
2. Describe the neighborhood and reflections about your walk-through.

B. Family Background (~ 2 - 4 pp.)

1. Explain why this family was chosen for this study.
 - a. Provide a brief history of the family.
 - b. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
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 the family's perspectives about education.

1. Family's experiences enrolling and supporting their children in U. S. schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home."

Part II: Analysis (3 - 5 pp.)

Analyze and interpret your research findings using theory and research from our readings on multicultural education and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, please follow APA (5th edition) format guidelines.

Part III: Conclusions and Recommendations (1 – 2 pp.).

What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and culturally and linguistically diverse (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 recommendations do you have to improve programs for CLD families? Provide specific, concrete examples of things teachers and schools can do to:

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

Part IV: Personal Reflections/Conventions (~1 p. each).

Each group member will write an individual reflection. Explain what you learned through this project. What did this project mean to you? How have your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

References: Please follow APA guidelines.

Appendix:

- Interview protocol
- PowerPoint

Presentation Guidelines

- Both team 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: 15 - 20 minutes + 10 min. Q & A** It is a group responsibility to practice and time the presentation and Q & A session: Presentations that are more than 5 minutes long or short will have the grade reduced appropriately (please refer to the grading rubric).

FINAL PROJECT
Individual Powerpoint with Speaker Notes and Detailed Handout
Making Choices for Multicultural Education:
A Sixth Social Justice Approach to Race, Class, and Gender

(30% of Grade)

Education for Democracy, Equity, and Social Justice

NCATE-TESOL's Second Domain - Culture

Due Date for Powerpoint, Handout and Written Report (via TaskStream) December 14, 2009

Overall theme: Teaching for Social Justice and Equity: Championing the Cause

Introduction

Today 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 critical reflection will help EDUC 537 students 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 become multiculturally competent, committed to social justice and equity in education, and prepared to practice from a base that includes national and international perspectives. This course 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.

Main Objectives

- a. Introduce manifestations of social and school-based inequities and forms of oppression such as racism, ethnocentrism, sexism, classism, ableism, linguisticism, heterosexism, religious oppression, and others, as most relevant in your context.
- b. Encourage participants in using the conceptual frameworks and theories of multicultural education to explain teaching behaviors and policy-making that either encourages or hinders educational equity and social justice throughout the educational process.
- c. Assist participants in relating multicultural education theories and research to their own professional practice.
- d. Help participants reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and policy.
- e. Guide participants in understanding of the multiple, often competing, goals of public schooling, how these goals have evolved historically, and how they presently impact our democratic society.

Format for Final Project

Additional instructions and details available on the TaskStream site

Powerpoint

- Follow good presentation and powerpoint etiquette. (Search for this term if you need clarification.)
- The powerpoint slides should guide your facilitation of the presentation.
- Your presentation be active and engaging.
- The full presentation should last approximately one hour.

Detailed notes for speaker

- Describe preferred room arrangement
- Describe and list materials to be prepared in advance (e.g., handouts, tools for grouping, etc.)
- Each slide should have a script.
- Each slide should have additional information on the subject in the event of questions from the audience. Include direct quotes from literature used in this course along with citations. (e.g., “Geneva Gay, an expert on culturally responsive pedagogy, writes that, “Both the content and processes of education should be changed to reflect cultural diversity” (retrieved on August 22, 2009, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gay.htm>))
- Each slide should have notes to explain your use of materials. (e.g., pass out note cards, have participants stand, etc.)
- Each slide should have approximate time (e.g., two minutes, a half hour, etc.)
- Mark/ identify which slides/ sections can be skipped if time runs out.
- Include extra activities or discussion questions and structures if extra time remains.

Handout for participants (not a photocopy of slides) (4-6 pages)

- The handout should include key points from your presentation.
- May include a note-taking section.
- You must include an annotated bibliography of approximately 10 readings, resources, websites, or videos you drew most heavily in the presentation. At least eight must be readings.
 - Use APA format
 - Include a brief summary of the article, website or video (1-2 sentences)
 - Briefly explain why this resource would be of interest or value to participants