

EDUC 537-001 – Spring 2011  
J.P. Osterling

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Multilingual/ Multicultural Education Program**

**EDUC 537-001  
FOUNDATIONS OF MULTICULTURAL EDUCATION  
CRN 10954**

**Wednesday, 4:30 p.m. – 7:10 p.m.  
Robinson Hall B203**

**Spring 2011  
Jan 24, 2011 – May 18, 2011**

**Professor  
Office phone  
Office location  
Office hours**

**Jorge P. Osterling  
703-993-81236  
A-323 Robinson Hall, Fairfax  
Wednesday, 1:30 p.m. – 4:00  
p.m. or by appointment**

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703-993-8136  
703-993-4370**

**COURSE DESCRIPTION:**

**A. Prerequisites**

Admission to Graduate School of Education in CIMM, CISL, or CIFL program

**B. Course description from the university catalog**

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

Note: Requires community-based field experience.

**COURSE DELIVERY:**

EDUC 537 is highly interactive by design. It is predicated upon learning by doing and discovery learning. Assessment is based on performance-based assignments.

This class will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, student-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection. Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles through a variety of in-class, on-line, and individualized instructional.

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To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students are expected to post emergent thoughts and responded regularly on the class *Blackboard*™ site <https://courses.gmu.edu/webct/urw/lc5116001.tp0/cobaltMainFrame.dowebct> and should, thus, have regular access to a computer with internet access.

## LEARNER OUTCOMES:

EDUC 537 is designed to enable students to:

1. Understand, analyze and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups:
  - 1.1. To construct learning environments that support the cultural identities, language and literacy development, and content-area achievement of all students.
  - 1.2. Their applicability to the education of all students, regardless of their personal characteristics, backgrounds, or physical challenges,
2. Open lines of communication among class members so that we can share our information and misinformation on a wide range of social, cultural, linguistic problems; to overcome the barriers of myths and stereotypes which divide us.
3. Identify and understand inequalities in educational opportunity and the way in which social inequities (e.g. socioeconomic, gender, race, ethnicity, nationality, sexual orientation, and religion) affect learning and work together to reproduce inequality.
4. Apply the course material to their real-life experience, and utilizes equitable teaching strategies to promote social justice and maximize student learning.
5. Develop a philosophy of education guided by a consciousness of the diversity of students in the United States.
6. Become aware of their own political, sociocultural, and economic location and privilege as derived from racial, gender, sexual preference, and class positioning.
7. Critically read and interpret major national reports on education, and to uses current research to inform their practice.

The following 'Technology Outcomes' are infused into the learning opportunities throughout EDUC 537. Students are expected to demonstrate the following skills:

- Ability to use email, course website tools including online discussion and chat
- Ability to use word processor to produce quality written documents
- Ability to create Power Point documents and produce a quality presentations

## COURSE OBJECTIVES

**Source:** Based on Prof. Aschermann's EED 308 syllabus [Missouri Western State University]

There are three interrelated major course objectives for EDUC 537:

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1. Knowledge and Awareness
2. Skills
3. Dispositions

	<b>Course Objectives</b>	<b>Conceptual Framework Components</b>
Knowledge	Understand why multicultural education is essential to effective teaching.	<ul style="list-style-type: none"> <li>• Knowledge construction</li> <li>• Professionalism</li> <li>• Cultural diversity</li> <li>• Life-long learning</li> </ul>
	Understand key terms and concepts relative to multiculturalism	<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Knowledge construction</li> </ul>
	Identify the goals, rationale, meaning, assumptions, and necessary school conditions for multicultural education.	<ul style="list-style-type: none"> <li>• Knowledge construction</li> <li>• Cultural diversity</li> <li>• Professionalism</li> </ul>
	Understand differences in modes of communication and their effects on teaching and learning in multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society	<ul style="list-style-type: none"> <li>• Societal influences</li> <li>• Cultural diversity</li> <li>• Learning interactions</li> <li>• Knowledge construction.</li> </ul>
	Understand how the U.S. legal system has dealt with the education of culturally and linguistically diverse students.	<ul style="list-style-type: none"> <li>• Societal influences</li> <li>• Knowledge construction</li> </ul>
	In a nation of immigrants, understand the background of the five largest “racial/ethnic” “minority” groups, from a historical perspective.	<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Knowledge construction.</li> </ul>
Skills	Analyze educational materials for racial, ethnic, and sexual bias and relate it to one’s teaching strategies.	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Individual variations</li> <li>• Decision making</li> </ul>
	Locate resources pertaining to selected ethnic/ racial groups.	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Cultural diversity</li> </ul>
	Integrate multicultural goals and objectives into the	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Cultural diversity</li> </ul>

	traditional goal framework of one's discipline strategy.	<ul style="list-style-type: none"> <li>• Knowledge construction</li> </ul>
	Design an instructional module that incorporates multicultural content.	<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Knowledge construction</li> </ul>
	Present materials relative to culturally, linguistically and ability diverse groups with empathy and self-confidence	<ul style="list-style-type: none"> <li>• Learning interactions</li> <li>• Professionalism</li> <li>• Cultural diversity</li> </ul>
	Effectively communicate with groups that are culturally, ethnically, and or linguistically different from one's own.	<ul style="list-style-type: none"> <li>• Learning interactions</li> <li>• Life-long learning</li> <li>• Cultural diversity</li> <li>• Societal influences</li> </ul>
	Use a variety of instruments to assess the needs of students	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Authentic learning assessments.</li> </ul>
	Recognize individual differences that influence how a child learns.	<ul style="list-style-type: none"> <li>• Learning interactions</li> <li>• Knowledge construction</li> <li>• Cultural diversity</li> </ul>
	Recognize the information sources that are helpful in planning for individualized instruction.	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Knowledge construction</li> <li>• Decision-making.</li> </ul>
Dispositions	Become cognizant of one's own biases and fears, and how they impact others.	<ul style="list-style-type: none"> <li>• Learning interactions</li> <li>• Individual variations</li> </ul>
	Demonstrate awareness of human similarities and differences.	<ul style="list-style-type: none"> <li>• Knowledge construction</li> <li>• Individual variations</li> </ul>
	Demonstrate a willingness to learn about other societies, cultures and subcultures.	<ul style="list-style-type: none"> <li>• Knowledge construction</li> </ul>
	Exemplify empathy and/ or the ability to think in terms of cultures other than one's own culture/ subculture.	<ul style="list-style-type: none"> <li>• Learning interactions</li> <li>• Individual variations</li> <li>• Life-long learning</li> <li>• Professionalism</li> </ul>
	Understand how one's values, priorities, and cultural norms have impacted one's life.	<ul style="list-style-type: none"> <li>• Societal influences</li> <li>• Knowledge construction</li> </ul>
	Understand the importance	<ul style="list-style-type: none"> <li>• Life-long learning</li> </ul>

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	of brining about social, political, and economic changes to correct injustice.	<ul style="list-style-type: none"> <li>• Knowledge construction</li> <li>• Societal influences</li> </ul>
	Become aware of how gender-related differences and assumptions influence learning.	<ul style="list-style-type: none"> <li>• Life-long learning</li> <li>• Knowledge construction</li> </ul>

## PROFESSIONAL STANDARDS:

EDUC 537 follows the guidelines and recommendations made by the:

- *National Association for Multicultural Education (NAME).*
- *Teachers of English for Speakers of Other Languages (TESOL),*
- *American Council on the Teaching of Foreign Languages (ACTFL),*

ACTFL, NAME and TESOL, along with NABE and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society.

EDUC 537 complies with the:

- Revised TESOL/NCATE Standards for the Recognition of Initial TESOL, Programs in P-12 ESL Teacher Education (December 2009)  
[http://www.tesol.org/s\\_tesol/seccss.asp?CID=219&DID=1689](http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689)
- ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. <http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384>

## REQUIRED TEXTS:

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H., Peters, M., & Zúñiga, X. (2010). *Readings for Diversity and Social Justice* (2<sup>nd</sup> Ed.). New York: Routledge.

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition) Washington, DC: APA

## RELATED RESOURCES

(Required are in bold; others are for your information.)

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*Unless otherwise noted, all documents are electronically available through the GMU library system and will be posted on GMU's Blackboard site.*

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 colorblind 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), 36-4.

**Cole, Michael (2010). What's culture got to do with it? Educational Research as a necessarily interdisciplinary enterprise. *Educational Researcher*, 39(6), 461-470.**

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 119, 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), 816-852.

Gorski, P. (2001) *Understanding the digital divide*. Retrieved August 19, 2010, from <http://www.edchange.org/multicultural/net/digdiv.html>

Gorski, P. (2008) *Complicity with conservatism*. Retrieved Aug 19, 2010, from [http://edchange.org/publications/Complicity with Conservatism.pdf](http://edchange.org/publications/Complicity_with_Conservatism.pdf)

Gorski, P. (2008) *Critical paradigm shifts for multicultural education*. Retrieved August 19, 2010, from <http://www.edchange.org/multicultural/resources/paradigmshifts.html>

**Gorski, P. (2010). *Defining multicultural education*. Retrieved Aug 19, 2010, from <http://www.edchange.org/multicultural/initial.html>**

Haynes, Charles (2004). *Religious liberty in public schools*. Electronically available at the Freedom Forum's Web site, first amendment section. Retrieved August 19, 2010 from:

[http://www.firstamendmentcenter.org/rel\\_liberty/publicschools/overview.aspx](http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx)

Human Rights Campaign. (2009). *Working for lesbian, gay, bisexual and transgendered rights*. Retrieved August 19, 2010, from <http://www.hrc.org/>

Jones, R. (1999). *I don't feel safe here anymore*. Retrieved August 19, 2010, from <http://www.nsba.org/IDontFeelSafe>

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- Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL*, 10 (1 & 2), 11-21. (Reprinted in H. Luria, D. M. Seymour, & T. Smoke (Eds.) (2005), *Language and linguistics in context: Readings and applications for teachers* (pp. 107-113). Mahwah, NJ: Lawrence Erlbaum Associates.)
- Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural teaching. *Journal of Teacher Education*, 48(2).
- McIntosh, P. (2000). *White Privilege: Unpacking The Invisible Knapsack*. Retrieved August 19, 2010, 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. Retrieved August 19, 2010 from <http://www.sonoma.edu/users/f/filp/ed415/moll.pdf>
- Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved August 19, 2010, from <http://www.mentalhealthamerica.net/index.cfm?objectid=DE292B2D-1372-4D20-C8F3A2E5B306884B>
- Schniedewind, 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).
- U.S. Department of Education (2003). *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*. Retrieved Aug 19, 2010, from [http://www.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- Underground undergrads. (2009). *Underground Undergrads*. Retrieved August 19, 2010, from <http://undergroundundergrads.com/>
- US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved August 19, 2010, 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.

## **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

EDUC 537 is comprised of on-line class meetings and a series of course products and assessments aimed toward providing evidence of meeting the course objectives (see Schedule). It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success.

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Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students are expected to attend all *Blackboard* sessions, to participate actively on the *Blackboard* discussion board, and take part in all on-line activities. Because this course is interactive in nature, your active participation on *Blackboard* provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments on *Blackboard*. Since a large portion of your grade is based on class participation, students will be expected to, first, respond to all discussion questions/activities, and then engage in discussing 6 other student's answers per *Blackboard* session.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

Spring 2011 EDUC 537 course requirements will be met as follows

## A. Requirements

Assignment	Due Date	Grading	Goal
<b>1.- Participation</b>	Weekly	20%	Students are expected to complete all readings and participate actively and thoughtfully in every class session: Includes weekly class presentations. <ul style="list-style-type: none"> <li>• NCATE TESOL Standards 2a, 2b, 5a, 5b</li> <li>• ACTFL NCATE Standards: 3a, 4a, 6a</li> </ul>
<p><b>Session Three:</b></p> <p>Each student discusses with the Professor her or his theme/ topic for both:</p> <ul style="list-style-type: none"> <li>• Bridging the Divide project</li> <li>• Final project</li> </ul>			
<b>2.- Reflective Personal Development Paper</b>	Session 4, Feb 16, 2011	20 %	Essay detailing personal beliefs and principles about teaching in increasingly diverse and heterogeneous US classrooms and schools (6-7 pages, plus references): <ul style="list-style-type: none"> <li>• NCATE TESOL Standards: 2a, 2b, 5a, 5b</li> <li>• ACTFL NCATE Standards: 3a, 4a, 6a</li> </ul>

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<b>VA Requirement</b>	Session 9, March 30, 2011	State Requirement	All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines.  <a href="#">Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</a>
<b>3.-Bridging the Divide Project: Culturally Diverse Families in Our Schools</b>	Session 10, April 6, 2011	30 %	Partner or small group paper (15-23 pages, plus references) analyzing an interview of a family from a racial, linguistic, socioeconomic, and cultural background different from their own  Group in-class presentation on what was learned from working with culturally and linguistically diverse families:  <ul style="list-style-type: none"> <li>• NCATE TESOL Standards: 2a, 2b, 5a, 5b</li> <li>• ACTFL NCATE Standards: 3a, 4a, 6a</li> </ul>
<b>4. Final Project: Making Choices for Multicultural Education: Carrying the Message</b>	Sessions 13-15 April 27 – May 11	30 %	Conference proposal including PowerPoint with detailed speaker notes and handout with annotated references inspired by Sleeter & Grant (2009). Length will vary (but approximately 8-12 pages, plus references):  <ul style="list-style-type: none"> <li>• NCATE TESOL Standards: 2a and 2b</li> </ul>
<b>Detailed information and examples for each assignment are available electronically. Website and login information will be provided in class.</b>			

### Weekly In-Class Activity

#### **In class activity:**

Every class, a group of students (not larger than three) will present, analyze, and lead a +/- 30 minute class discussion of the required weekly readings. Every group will will prepare a formal presentation and/or activities, but will have to adjust their tone, content, demeanor and approachability to the theme/ topic analyzed.

Note: A group presentation less than 45 minutes in length would probably be

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considered an insufficient treatment of the subject. Presentations should include visual (transparency) media as well as handouts for students.

### **Additional Information**

**GMU E-mail: Web Policy:** Students must use their **MASONLIVE** email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Students will be expected to use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet.

Students are encouraged to attend any professional conferences in the Metro area.

Students will be expected to:

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
- Purchase and maintain a three-ring binder, which will be used for all course materials and should be brought to class every week.

### **B. Performance-based assessments**

All CEHD licensure courses have a required *Performance Based Assessment* (PBA). In EDUC 537, one assignments must be posted to Task Stream, where it will be reviewed and graded. *Bridging the divide project* [Cultures, literatures and cross-disciplinary concepts].

Additionally, students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines.

### **C. Criteria for Evaluation**

**Criteria for evaluation** includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

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Criteria for assessment include evidence of serious reflection and analysis, clear organization and clear writing. This paper is the culminating activity of the course and is due at the beginning of the last class meeting (12/14).

All assignments must be completed in MSWord, should reflect APA style (6<sup>th</sup> edition) and sent to me as an attachment via regular email prior to class. Late assignments will not be accepted without making prior arrangements with me.

#### D. Grading Scale

[http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad\\_poli](http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli)

At George Mason University, course work is assessed in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

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

\* **Note:** GSE students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

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## **GMU STUDENT RESOURCES ON CAMPUS**

### **ACADEMIC INTEGRITY**

Mason is an *Honor Code university*; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

### **OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

### **OTHER USEFUL CAMPUS RESOURCES:**

- a) WRITING CENTER: A114 Robinson Hall; (703) 993-1200;  
<http://writingcenter.gmu.edu>
- b) UNIVERSITY LIBRARIES "Ask a Librarian"  
<http://library.gmu.edu/mudge/IM/IMRef.html>
- c) COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;  
<http://caps.gmu.edu>
- d) UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

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Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

## Tentative Course Schedule for EDUC 537 - 001: Spring 2011

Week/ Date	Topics, and Activities
<b>Session One (01/26/2011)</b>	<b>Introductions</b> <b>Syllabus overview.</b> <b>Purpose &amp; Framework.</b>
<b>Session Two (02/02/2011)</b>	<b>Theme or Topic:</b> why multicultural education is critical for all students in U.S. society.  <b><u>Readings:</u></b> Cole: <u>What's culture got to do with it?</u> <b>Moll:</b> Mobilizing Culture, Language, and Educational Practices  <b><u>Discussion session:</u></b> From Luis Moll and Cole's articles.  <b>Time for questions about syllabus and requirements</b>
	<ul style="list-style-type: none"> <li>• What is multiculturalism?</li> <li>• What springs to mind when you hear the word 'multiculturalism'?</li> <li>• What are the good things about multiculturalism?</li> <li>• What problems does multiculturalism bring to a country such as the USA?</li> <li>• Why are many people afraid of multiculturalism?</li> <li>• Is it possible in today's global society, for a country such as the USA to avoid multiculturalism today?</li> <li>• Is multiculturalism good for world peace and understanding?</li> <li>• Do you think elementary school children in multicultural classes give a lot of thought to multiculturalism?</li> <li>• Would you prefer your country or the USA to be multicultural or of just one culture?</li> <li>• Is multiculturalism something that only White societies think about?</li> <li>• Can multiculturalism result in a country losing its identity?</li> <li>• Is multiculturalism really another form of racism?</li> <li>• In a multicultural society, should newcomers do what they can to assimilate into the culture of their new country?</li> <li>• Is multiculturalism a dirty word?</li> <li>• Do you think multiculturalism can ever be reversed?</li> <li>• Do you think the original culture of a society that has become multicultural like the change?</li> </ul>

<p><b>Session Three (02/09/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> <i>Introduction To Critical Multicultural Education.</i></p> <p><b><u>Readings</u></b> Kubota, R. (2006). Unfinished knowledge Moll, Amanti, Neff &amp; Gonzalez (1992) Gorski, (2011)</p> <p><b><u>Discussion session:</u></b></p> <ul style="list-style-type: none"> <li>• What skills, abilities, ideas and practices do students bring from home that you can apply to the classroom?</li> <li>• What <i>funds of knowledge</i> do they already have from their home life?</li> </ul>
<p><b>Session Four (02/16/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Section One: _Conceptual Frameworks &amp; Racism.</p> <p><b><u>Readings</u></b> : Textbook: Sections One (i.e., Conceptual frameworks, pp. 1-58) and begin with Section Two: (i.e., Racism, pp. 59 - 140)</p> <p><b><u>Discussion session:</u></b></p> <p><b><u>Due today: Reflective Personal Development Paper</u></b> [must be uploaded to Task Stream]</p> <p>Each student is required to write an autobiographical sketch (“your worldview paper”) describing the development of his or her identity in each of the following five reference group identities: race, ethnicity, gender, social class, religion.</p> <p>Drawing from knowledge about yourself, experiences in our multicultural society and academic readings you are to describe your cultural identity development.</p> <p>Paper should include information such as: What are your underpinnings and foundations? How will your cultural self-understanding enable you to be a culturally effective teacher in today’s increasingly diverse global society? What are some personal biases and limitations that may hinder you?</p> <p>Describe the cultural competencies that reflect your sense of cultural identity.</p> <p>Because the goal of this assignment is to increase self-understanding, students may complete multiple revisions of this assignment, after receiving feedback from the Professor.</p>

<p><b>Session Five (02/23/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Section Two: Racism</p> <p><b><u>Readings:</u></b> Textbook: Section Two: (i.e., Racism, pp. 59 - 140)</p> <p><b><u>Discussion session:</u></b> McIntosh's <i>White Privilege</i> paper.</p> <ul style="list-style-type: none"> <li>• What is white privilege</li> <li>• Is <i>White Privilege</i> a simple or complex issue? Explain.</li> <li>• How does <i>White Privilege</i> impact me?</li> </ul>
<p><b>Session Six (03/02/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Section three: Classicism</p> <p><b><u>Readings:</u></b> Textbook: Section Three: (i.e., Classicism 141 – 226)</p> <p><b><u>Discussion session:</u></b></p> <p>Choose and discuss one context, one voices and one next steps</p>
<p><b>Session Seven (03/09/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Section Four: Religious oppression</p> <p><b>Mid-Term evaluation and self-assessment.</b></p> <p><b><u>Readings:</u></b> Textbook, Section Four (i.e., Religious Oppression, pp. 227 – 313.</p> <p><b><u>Discussion session:</u></b> Choose and discuss a few typical instances of oppression within and between religions, and oppression of individuals because of their beliefs or practices.</p>
<p><b>Spring Break</b> <b>Mon, March 14 – Sunday, March 20</b></p>	
<p><b>Session Eight (03/23/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Sections Five, Six and Seven: Sexism, heterosexism, and transgender oppression</p> <p><b><u>Readings:</u></b> Textbook, Sections five, six and seven (pp. 315 – 456)</p> <p><b><u>Discussion session:</u></b></p>

<p><b>Session Nine (03/30/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Child abuse, neglect and intervention [Training for Initial Licensure and License Renewal]</p> <p>All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists. School divisions may design their own training or utilize other training opportunities to fulfill this requirement.</p> <p><u>Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</u> – This online course was produced by the Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program.</p> <p><b>Due today: Completion of online course.</b></p>
<p><b>Session Ten (04/06/2011)</b></p>	<p><b><u>Due Today:</u></b> Bridging the Divide Project</p> <p><b>Presentations:</b> Groups of EDUC 537-002 students will make their class presentations.</p>
<p><b>Session Eleven (04/13/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Sections Eight, Nine and Ten : Ableism, ageism and adultism</p> <p><b><u>Readings:</u></b> Textbook, Sections eight, nine and ten.</p> <p><b><u>Discussion session:</u></b> There are a variety of ways of understanding what "oppression" is. There has to be some comparison between different models.</p> <p>Address ableism, ageism and adultism as forms of oppression. Examine stereotypes, violence and institutionalized mistreatment as well as the effects of these forms of oppression.</p>
<p><b>Session Twelve (04/20/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Section Ten: Working for social justice: visions and strategies for change</p> <p><b><u>Readings:</u></b> Textbook, Sections ten (pp. 587 – 640)</p> <ul style="list-style-type: none"> <li>• “How to Teach Controversial Content and Not Get Fired”</li> </ul>

	<p>by Kelley Dawson Salas at <a href="http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml">http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml</a></p> <ul style="list-style-type: none"> <li>• “What does it mean to teach for social justice?” by Pat Russo. (<b>Handout</b>)</li> </ul> <p>Things to think about when reading these two articles and preparing for class discussion:</p> <ul style="list-style-type: none"> <li>• How do the two author’s definitions of social justice compare and contrast? Using both interpretations as well as your own, how would you define social justice?</li> <li>• Why do you think that teaching with a social justice perspective is so controversial in the K-12 community?</li> <li>• Do you think a social justice perspective fits your teaching “stance?” Why or why not?</li> </ul> <p>If you plan to teach with a social justice perspective during your internship:</p> <ul style="list-style-type: none"> <li>• What problems do you think might arise?</li> <li>• What ideas did you find in these articles about how you might overcome such problems?</li> <li>• Which of Russo’s cycles do you think would be the easiest <b>and</b> most difficult for you to integrate into your historical content – race, class, gender, disability, and sexuality?</li> </ul> <ul style="list-style-type: none"> <li>• “The Big One” by Bill Bigelow - read the article (<a href="http://www.rethinkingschools.org/archive/23_04/big234.shtml">http://www.rethinkingschools.org/archive/23_04/big234.shtml</a>) and review the curriculum materials (<a href="http://www.rethinkingschools.org/climate/">http://www.rethinkingschools.org/climate/</a>).</li> </ul> <p>Things to be thinking about when reading the article and reviewing the curriculum materials:</p> <ul style="list-style-type: none"> <li>• <i>What are the strengths and weaknesses of this approach to teaching for social justice?</i></li> <li>• <i>How and why is the content of this unit controversial?</i></li> <li>• <i>What types of teaching <b>methods</b> used in this unit would you be most likely to use? How and why?</i></li> <li>• <i>How might you adapt and integrate some or all of the</i></li> </ul>
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	<b>content</b> <i>in this teaching unit into the courses you will be teaching in the future.</i>
<b>Session Thirteen</b> <b>(04/27/2011)</b>	<b>Final Presentations</b>  <b><i>Send Self-Assessment of your presentation by email to Instructor within 48 hours of your presentation.</i></b>
<b>Session Fourteen</b> <b>(05/04/2011)</b>	<b>Presentations</b>
<b>Session Fifteen</b> <b>(05/11/2011)</b>	<b>Final Wrap-up: Where do we go from here?</b>  <b>Final Projects Due</b> <b>Presentations</b>  <b><i>Course Evaluation Forms. Feedback Forms.</i></b> <b><i>Materials Release Forms.</i></b> <b><i>PLEASE UPLOAD IN TASK STREAM YOU FINAL MATERIAL.</i></b>

## **Guidelines and Rubrics for EDUC 537 Assignments and Requirements**

### **Student Participation Classroom, Online Participation,**

#### **Required Course Products and Performance-Based Assessments Weekly**

**(January 24 – May 18)**

*Foundations of Multicultural Education* is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and 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, students' active participation and engagement in class and online forum is fundamental.

### **Class Expectations**

During all forms of participation, please keep in mind the following ground rules (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 others' ideas: if you disagree with something, respectfully disagree with the *idea* – *and please do not “attack” the person.*
- *Diverse views are welcome and enrich the discussion.*
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.

There are four types of participation:

1. Classroom engagement in whole and small group discussion;
2. *Blackboard*™ posted strands and peer responses that relate specifically to course readings;
3. Facilitating a class discussion.
4. In-depth, personal reflections that may be included in papers or on a *Blackboard*™ forum.

### 1. Classroom Participation.

Students are expected to complete all required readings prior to class, to attend 100% of the 14 weekly class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers. For most issues, there may not be one “correct” answer, but students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If, for reasons beyond your control, you are unable to attend class, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. an additional 1 – 2 p. reflective response to the week’s readings may be decided).

Tardiness: Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three unexcused late arrivals will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please

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discuss your situation with the professor early in the semester.

## **2. *Blackboard***

As a follow-up to class discussions, students continue the critical analysis of the themes discussed during class by posting on discussion strands, or forums.

Students should review the *Blackboard* discussion after each class session. Each student will be required to contribute responses to seven or more topics throughout our 14 week semester. You may post your own reflection, or respond thoughtfully to that of a colleague. If the latter, please select one or more reflections posted by your peers, read it carefully, and comment on it thoughtfully, referring to the readings and other relevant life experiences. You may either respond directly to the reflection or initiate a puzzlement of your own based on the reading.

Out of respect for your colleagues' time, and to prevent massive internet-induced eyestrain, please keep your response thoughtful but brief (no more than 1 – 3 paragraphs and leaving one empty line between paragraphs).

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Course Rubric for Student Participation**

<b>Criteria</b>	<b>Little or No Evidence 0</b>	<b>Beginning: Does not Adequately Meet Expectations 1</b>	<b>Developing: Meets Expectations Adequately 2</b>	<b>Accomplished: Strongly Meets Expectations 3</b>
<b>ATTENDANCE</b>	Two or more unexcused absences.	One unexcused absence.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy.
<b>PREPARATION OF READINGS</b>	No evidence of reading or preparation for class discussions.	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.
<b>PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS</b>	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Takes leadership in engaging peers in participation in discussions, activities, and projects.
<b>HOMEWORK, PROJECTS, EXEMPLARS</b>	Rarely or never prepared with assignments or group work.	Usually prepared with assignments or group work.	Always prepared with assignments or group work.	Always prepared with assignments and assumes leadership role for group work.
<b>BLACKBOARD</b>	No constructive comments to help class discussion. No depth of presentation, no research base. All posts made same day of class.	Limited contribution to the quality of discussion. Few postings but all on same day. Limited referenced other research, gave examples, and evoked follow-up responses from other students.	Enhanced quality of discussion. Several posts but all on same day. Referenced other research, gave examples, and evoked follow-up responses from other students.	Demonstrated leadership in discussion; Substantially enhanced quality of discussion (e.g., illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion)

**Reflective Personal Development Paper**

**(20% of Grade)**

**February 16, 2011**

**Paper Length:** 6-7 double-spaced pages.

Please follow APA guidelines.

NCATE-TESOL's Second Domain - Culture

**Reflective Personal Development Paper**

**(Autobiographic Paper)**

**(20% of Grade)**

**February 16, 2011**

**Paper Length:** 4 – 5 double-spaced pages.

Please follow APA guidelines.

NCATE-TESOL's Second Domain - Culture

As EDUC 537 students in this foundations course on multiculturalism, you will encounter knowledge, ideas and questions that may be new to you and/or present you with various ways of thinking about issues of diversity—in terms of national origin, race, class, gender, culture, language—in school, society and the world. This encounter may challenge (and even disrupt) some understandings of ourselves and others that we may have taken for granted.

Before we engage in this process of encountering (possibly) the unfamiliar, we have to form more critical understandings of how we understand ourselves and others.

Your *Reflective Personal Development Paper* (autobiography) then is one way to begin exploring the complexities of multicultural education. Write a 4-5 page typewritten, double-spaced paper using the following questions as a guide to your own thinking:

a) In what ways might such factors such as national origin, social class, race and/or ethnicity, gender, culture, and language have influenced your development as a child and a student?

b) Growing up, what and who around you seemed different from you? your life? In what ways?

c) Thinking back over your life, what are the values, beliefs and experiences that have shaped your view of other people and the world?

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d) What are some of your earliest memories as a learner: as someone curious about the world? How was that curiosity cherished, channeled, and/or blocked through home and/or schooling experiences?

e) How do you understand and interpret your encounters with difference? You are asked to gather data (seek information) from parents, grandparents, your former teachers, friends, neighbors, etc; records of your life such as school and family photographs, school events, yearbooks; and so on, to illuminate your past experience and incorporate them as examples in your autobiography.

Some additional questions that you may want to ask yourself

- What messages (explicit or implicit) 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?

Suggested format:

**Suggested Format**

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

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**Rubric -- Reflective Personal Development  
 (Spring 2011)**

	<b>Little or No Evidence</b>	<b>Beginning: Does not Adequately Meet Expectations</b>	<b>Developing: Meets Expectations Adequately</b>	<b>Accomplished: Strongly Meets Expectations</b>
<b>Exploration of family background and worldview.</b>	No evidence of exploring one's family cultural, ethnic, and linguistic background or worldview.	Little evidence of exploring one's family cultural, ethnic, and linguistic background or worldview.	Adequately explores one's family cultural, ethnic, and linguistic background and worldview.	Thoroughly engages and explores socio-historical implications of one's family cultural, ethnic,
<b>Synthesis of cultural background as an educator.</b>	Very little or weak attempt to synthesize cultural background with role as educator.	Although developed, ideas are not coherently linked or logically synthesized.	Adequate synthesis of one's cultural, ethnic, and linguistic background with contemporary role as an educator.	Thoroughly synthesizes and explores the influences that cultural, ethnic, and linguistic background and worldview plays on the role as an
<b>Exploration of personal life experiences, biases and prejudices.</b>	No evidence of exploring personal life, experiences, biases, and prejudices with role as an educator.	Little evidence of exploring personal life experiences, biases, and prejudices.	Adequately explores one's personal life experiences, biases, and prejudices.	Thoroughly explores how various life experiences, biases, and prejudices have led to self-identification
<b>Synthesis of life experiences, biases, prejudices into contemporary experiences as an educator.</b>	Very weak attempt to synthesize life experiences, biases, and prejudices with one's role as an educator.	Although developed, ideas are not coherently linked or logically synthesized logically.	Adequate synthesis of one's self-identification with contemporary role as an educator.	Thoroughly synthesizes and explores how life experiences, biases, and prejudices influence the roles of educator.

<p><b>Presentation and APA 6th edition publication format.</b></p>	<p>Few APA 6th edition formatting requirements are met, report is hard to follow, and poor grammar mechanics, or spelling significantly reduce the readability of the essay.</p>	<p>Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas</p>	<p>Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar, mechanics and spelling used are basically correct, and there are only a few misspelled words</p>	<p>All format requirements are met fairly consistently, required sections are in the correct order; the report is easy to read and understand; and all sentences are grammatically correct with only a few spelling or</p>
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***Bridging the Divide Project***  
***Culturally Diverse Families in Our Schools***  
**(30 % of Grade)**  
**Session Ten**  
**(April 06, 2011)**

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

**Community-Based Service-Learning Field Experience**

**Project Guidelines**

**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 *community-based service-learning field experience*, the ***Bridging the Divide*** project engages EDUC 537 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 understand the context of the community better. 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 EDUC 537 student (or pair or students) 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:

1. Setting (~½ - 1 p.)
2. Describe the setting in which the dialogue took place.
3. Describe the neighborhood and reflections about your walk-through.

4. Family Background (~ 2 - 4 pp.)
  - 4.1. Explain why this family was chosen for this study.
  - 4.2. Provide a brief history of the family.
  - 4.3. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
  - 4.4. Social, economic, educational, and personal backgrounds.
  - 4.5. Immigration (first, second generation) experience. Relatives in the area?
  - 4.6. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).
5. The educational experience from the family's perspectives about education.
  - 5.1. Family's experiences enrolling and supporting their children in U. S. schools?
  - 5.2. Interactions with teachers and administrators? Problems encountered?
  - 5.3. Support received? What is working?
  - 5.4. 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 (5<sup>th</sup> 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

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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**

- All 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: Contingent on class size (aprox. 15 - 20 minutes + 10 min. Q &**
- It is each group's 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).

## Rubric -- Bridging the Divide

<b>Criteria</b>	<b>Little or No Evidence 0</b>	<b>Beginning: Does not Adequately Meet Expectations 1</b>	<b>Developing: Meets Expectations Adequately 2</b>	<b>Accomplished: Strongly Meets Expectations 3</b>
<b>Family Interview</b>	Does not conduct or report family interview as described in guidelines.	Superficially conducted family interview, but report deviates substantially from guidelines or fails to capture sufficient information to carry out assignment.	Satisfactorily conducted and reported on family interview and neighborhood walk as described in guidelines, while establishing rapport with the family.	Thoroughly conducted family interview, 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 the family.
<b>Understanding of family's perspective and context</b>	Little or no meaningful description and understanding of family's perspective and context.	Description was superficial and/or missing important elements. Failed to meaningfully capture family's perspectives.	Developed an adequate description of the family, its history, experiences with immigration and education and community context but report was written from an outsider's perspective.	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
<b>Critical analysis</b>	No analysis or reflection included; consists primarily of unsupported opinions; lacks support from references; and contains superficial or unexamined assumptions.	Analysis and reflection does not adequately address the guidelines; lacks a sound theoretical framework, and shows very weak connections to class readings and themes discussed in	Adequate analysis and reflection of most areas, including some of the theories and themes discussed in class.	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

		class.		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.
<b>Conclusions and recommendations</b>	Conclusion is missing or fails to synthesize the meaning of this experience, while recommendations are either missing, unoriginal, or unconnected to this study.	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.	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 of this study.	Conclusion thoroughly synthesizes the meaning of this experience and provides useful, concrete recommendations for practice grounded in theory and the findings of this study.
<b>Personal reflections</b>	Personal reflection is missing or fails to address the minimum requirements outlined in the project description.	Personal reflections are superficial, show only weak identification with this experience, and demonstrate little critical examination of its meaning or of its possible applications to one's own practice.	Personal reflections adequately explore one's experience conducting this study; expresses how assumptions and beliefs have changed; and concludes with some good ideas about how to you will apply this knowledge and understanding in your own practice.	Personal reflection critically examines your experience conducting this study; how your assumptions and beliefs have changed; and concludes with clear insights about how you will apply this knowledge and understanding in your own practice.
Written presentation and APA 6th edition format.	Few or no APA 6th edition formatting requirements are met, report is disorderly and difficult to follow, and poor grammar and	Although APA 6th edition formatting requirements are only minimally followed and there are a significant number of misspelled words or poorly	Most of the APA 6th edition formatting requirements are met fairly consistently; the layout used is easy to read and follow, grammar	Report is in correct APA 6th edition format; all required sections are present and in logical order, layout conventions are used and consistently

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	spelling significantly reduce the readability of the report.	constructed sentences, the main theme of the report can still be determined, despite these technical writing difficulties and errors.	mechanics and spelling used is basically correct, and there are only a few misspelled words or awkward/ unclear sentences.	followed; report is easy to read and follow, and all sentences are grammatically correct.
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**FINAL PROJECT**  
**Making Choices for Multicultural Education:**  
**Carrying the Message**  
**Sessions 13 – 15**  
**April 27 – May 11**

(30% of grade)

In lieu of final a final paper, each EDUC 537 student will draft a scholarly conference proposal for an assumed peer-reviewed professional conference (e.g., AERA, NABE, NAME, TESOL), together with speaker notes, detailed handout and PowerPoint slides.

**Project Guidelines**  
Overall theme

Making Choices for Multicultural Education: Carrying the Message

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.

*Education: Carrying the Message*—from a variety of vantage points, including:

- Providing examples of compelling new collaborative research and programs that link universities with P-12 teachers
- Linking multicultural education with evidence of student learning
- Examining education policies through an equity lens
- Examining approaches that invigorate student learning and support students in viewing themselves as powerful learners
- Recognizing outstanding programs, strategies and resources
- Synthesizing, analyzing, and critiquing existing research
- Examining the concept of educational leadership for multicultural education
- Developing strategies that can open lines of communication and improve school-family relationships

Guidelines For Preparing A Scholarly Conference Proposal [paper presentation]

Good scholarly proposals:

- Describe clearly and accurately the presentation content and format
- Your proposal should fit the themes of the conference as well as it can (e.g., *Making Choices for Multicultural Education: Carrying the Message*)
- Describe who would benefit from attending this session
- Give a clear statement of the outcomes participants may expect of this presentation
- List what materials—slides, handouts, web links—will be provided during the presentation, posted on the conference web site, or submitted to the conference proceedings
- It should be the required length.
- It should be narrowly focused. Remember, you will probably get 20 minutes for your presentation, you might get only 15.
- You need to focus your paper (and thus your proposal) on one or two key issues that illuminate the problems in your larger paper (or in that part of your dissertation). You are providing the audience with a taste of your ideas, not the whole thing.
- It should be catchy. A clichéd approach, but one that works even so, is to begin your proposal with a brief paragraph that sketches an educational event, or quotes a document, or does something to make the educational problem you are going to examine concrete.

- Is there a case that you will focus on? If so, can you summarize the key aspect of it?
- Is there a written opinion that is an important element of your analysis? If so, perhaps there is a key sentence that will introduce what your analysis considers. If you begin with something concrete, and use it to set up the rest of your proposal, you catch the attention of the people reviewing the proposals.
- It should briefly explain what you will prove and why it matters. Once you've set out your catchy paragraph, explain why that interesting story or quote matters. What are you going to show us with your analysis? Why should we care? Why should this presentation matter at this conference (here's where to fit in the tie between your paper and the conference).

#### Scholarly Paper Proposal "Review" Criteria

The following criteria will be used to evaluate Final Project Scholarly Proposals assignments. Proposals will be evaluated on how well they:

- Promote effective and innovative teaching and learning practices
- Emphasize collaborative approaches
- Provide useful information, skills, or ideas
- Demonstrate active leadership
- Actively engage participants
- Are consistent with the conference theme, Making Choices for Multicultural Education: Carrying the Message

#### Addendum

Speaker Notes (to be turned for evaluation and grading purposes)

- Describe preferred room arrangement and list the materials that you will prepare in advance (e.g., handouts, tools for grouping, etc.);
- Each PowerPoint slide should have a script and should contain additional information on the subject in the event of questions from the audience.
- Include direct quotes from literature used in EDUC 537 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 January 25, 2011, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gay.htm>)
- PowerPoint slide should have notes to explain your use of materials. (e.g., pass out note cards, have participants stand, etc.) including the approximate time (e.g., two minutes, a half hour, etc.)
- Mark/ identify which slides/ sections can be skipped if time runs out.

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- 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 at least 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

## Rubric -- Making Choices for Multicultural Education: Carrying the Message

Criteria	Little or No Evidence 0	Beginning: Does not Adequately Meet Expectations 1	Developing: Meets Expectations Adequately 2	Accomplished: Strongly Meets Expectations 3
<b>Philosophical Framework (Answers the question: "Why is this important?")</b>	* Framework is not developed or is uninformed by theory and research from readings and discussions.	* 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.	* Framework is based on an emerging level of understanding, integrates some class readings and discussion, and addresses a number of relevant issues.	* Framework is supported by a well-developed theoretical and research base that reflects a thorough integration of class readings and discussions; * Addresses issues culture, language, religion, gender, ethnicity, race and other elements of identity.
<b>Critical analysis (Answers the question: "What is the topic?")</b>	* No analysis included; * Consists primarily of unsupported opinion; * Lacks support from references, and is superficial or includes unexamined assumptions.	* Analysis does not adequately address the areas studied; * Lacks a sound theoretical framework; * Possess very weak connections to class readings and discussions.	* Emerging level of analysis includes some citations and critical reflection on class readings, discussions, themes, and important theories.	* Critically analyzes one or more of the major issues covered in this course; * Deep insights are grounded in theory and amply supported by class readings and discussion across multiple themes.
<b>Recommended practices (Application of a school/ classroom setting)</b>	* No application to an education context is evident; * Interventions are omitted or not tailored to an educational workplace.	* Minimal application to educational contexts made; * Little reference to theory or literature is established.	* Some application to educational practice made; * Recommended practices are linked to theoretical framework outlined above; * Interventions reflect the literature.	* Evidence of clear implication of philosophical framework and theory for students, teachers, and school leaders through original, well-grounded ideas.
<b>Personal connection to material (Your voice)</b>	* Personal connection is missing or fails to address the minimum requirements	* Personal connection is superficial, and shows only weak engagement with this experience;	* Personal connection adequately explore your experience conducting this study;	* Personal connection critically examines your experience preparing this project: how your

	outlined in project description.	* Demonstrates little critical examination of its meaning or of possible applications to your own practice.	* Touches on how your assumptions and beliefs changed; * Concludes with some clear ideas into how you will apply this knowledge and understanding in your own practice.	assumptions and beliefs have changed; * Concludes with clear insights into how you will apply this knowledge and understanding in your own practice.
<b>Written expression and APA 6th ed, Format. [APA format is for the handout].</b>	* Important sections are missing; * Report is poorly organized and hard to follow; * Poor grammar and spelling significantly reduce the readability of the report; * Few APA 6th. ed. formatting requirements are met.	* Although some required sections are missing or poorly organized, misspelled words or poorly constructed sentences make writing hard to follow; * APA (6th. ed.) requirements are minimally met; - The gist of the report can still be determined despite these technical difficulties.	*Most required sections are present and logically organized; * Adequate written expression makes documents relatively easy to read and follow; * Grammar and spelling used are basically correct; *There are only a few misspelled words or awkward sentences; * Most of the APA 6th ed. formatting requirements are met fairly consistently.	* All required sections: (1) Proposal; (2) Handout that includes annotated bibliography; (3) Speaker notes; (4) PowerPoint with talking points, are present and well organized; * Excellent written expression makes presentation easy to read and follow; *Sentences are grammatically correct; * Spelling is correct; * APA 6th ed. format is used and followed consistently for references.