

EDUC 894-001 – Spring 2011
J.P. Osterling

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PH.D. IN EDUCATION**

**EDUC 894-001
Seminar in Multicultural Education
CRN 16881**

**Thursday, 7:20 p.m. – 10:00 p.m.
Innovation Hall, 133**

**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
Monday & Wednesday
1:30 p.m. – 4:00 p.m. or by
appointment**

**E-Mail address
Telephone
Fax**

**<josterli@gmu.edu>
703-993-8136
703-993-4370**

COURSE DESCRIPTION:

A. Prerequisites

EDUC 894 – Seminar in Multicultural Education – Credits 3, Prerequisites: Admission to the PhD Program.

B. Course description from the university catalog

Examines knowledge base, policy issues, and curricular and instructional features of multicultural education in United States and other countries.

COURSE DELIVERY:

EDUC 894 is designed to be highly interactive; therefore, participation is not only expected, but it is also required. Assignments and activities are intended to help students develop a comprehensive knowledge base of multicultural education and its issues, and encourage the development of skills in:

- Critical thinking
- Reflection
- Writing a literature review

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We will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Students will serve as critical friends for each other, including providing periodic feedback on written assignments.

Consistent with what we know about critical multiculturalism, students will have a chance to exercise leadership in the context of preparing at least one group assignment. The activities and assignments devised for this semester focus on connecting theory to practice.

Given the nature of a doctoral seminar, I will expect you to co-construct the course based on your particular interests and experiences, and on the goals you have articulated in your program of doctoral studies. One way to construct the course is through the topics you present in class; another is through your facilitation of readings (both of these are discussed in more detail below)

LEARNER OUTCOMES:

EDUC 894-001 is designed to enable students to:

- Demonstrate an understanding of multicultural education as it relates to content integration, knowledge construction, and equity pedagogy, prejudice reduction, and an empowering school culture.
- Critically reflect on readings using the themes of democracy, equity, social justice, cultural diversity, and progressive education as foundation.
- Develop and enhance abilities to formulate and conduct original research

REQUIRED TEXTS:

May, S. & Sleeter, C. E., Eds. (2010). *Critical Multiculturalism: Theory and Praxis*. New York: Routledge.

RELATED RESOURCES

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Adams, M. (2007). Pedagogical frameworks for social justice education. In M. Adams, L.A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice: A sourcebook*, 2nd edition (pp. 30-43). New York: Routledge.

Andersen, M. L., & Hill Collins, P. (2007). Why Race, class, and gender still matter. In *Race, class, and gender: an anthology* (6th ed.). Belmont, CA: Wadsworth, 1-16.

Banks, J. A., & Banks, C. A. M. (2004). *Handbook of Research on Multicultural Education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Banks, J.A. & McGee Banks, C.A. (Eds.). (1989). *Multicultural education*. Needham

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- Heights, MA: Allyn & Bacon.
- Barajas, H. L., & Higbee, J. L. (2003). Where do we go from here? Universal Design as a model for multicultural education. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp. 285-290). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota
- Bondy, E., Ross, D. D., Gallingane, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education, 42*, 326-348.
- Brady, J. F., & Kanpol, B. (2000). The Role of Critical Multicultural Education and Feminist Critical Thought in Teacher Education: Putting Theory Into Practice. *Educational Foundations, 14*(3), 39-50.
- Brown, D. F. (2004). Urban teachers; professed classroom management strategies: Reflection of culturally responsive teaching. *Urban Education, 39*(3), 266-289.
- Brown, M. C., & Land, R. R. (Eds.). (2005). *The politics of curricular change: Race, hegemony and power in education*. New York: Peter Lang.
- Bruch, P. L., Jehangir, R. R., Lundell, D. B., Higbee, J. L., & Miksch, K. L. (2005). Communicating across differences: Toward a multicultural approach to institutional transformation. *Innovative Higher Education, 29* (3) 195-208.
- Cammarota, J., & Romero, A. (2006). A critically compassionate intellectualism for Latina/o students: Raising voices above the silencing of our schools. *Multicultural Education, 14*(2), 16-23.
- Cochran-Smith, M. (2004). *Walking the road: race, diversity, and social justice in teacher education*. New York: Teachers College Press.
- Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D. J., & Association of Teacher Educators. (2008). *Handbook of research on teacher education: enduring questions in changing contexts* (3rd ed.). New York: Routledge.
- Ek, L. (2009). "It's different lives": A Guatemalan American adolescent's construction of ethnic and gender identities across educational contexts. *Anthropology & Education Quarterly, 40*(4), 405-420.
- Fallace, T.D. (2010). Was John Dewey ethnocentric? Reevaluating the philosopher's early views on culture and race. *Educational Researcher, 39*(6,) 471–477.
- Fischman, G. and McLaren, P. (1999). Peter McLaren: A Call for multicultural revolution. *Multicultural education, 6*(4) Summer 1999, 32-34.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- Gay, G. (2003). *Becoming multicultural educators: personal journey toward professional agency* (1st ed.). San Francisco, CA: Jossey-Bass.
- Gee, J. P. (2001). Identity as an analytic lens for research in education. In *Review in research in education*, (pp. 99-125).
- Giroux, H. A. (1994). Insurgent multiculturalism and the promise of pedagogy. In D. T. Goldberg (Ed.), *Multiculturalism: A reader* (pp. 325-343). Cambridge, MA: Basil Blackwell.
- Griffin, R. (2006). Ideology and culture. *Journal of Political Ideologies, 11*(1), 77–99.
- Grimson, A. (2010). Culture and identity: Two different notions. *Social Identities, 16*(1), 61-77.

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- Hackman, H. (2005). Five essential components for social justice education, *Equity & Excellence in Education*, 38, 2, 103-109.
- Hofstede, G. (1984). National cultures and corporate cultures. In L.A. Samovar & R.E. Porter (Eds.), *Communication between cultures*. Belmont, CA: Wadsworth.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge. .
- Kincheloe, J.L. & Steinberg, S.R. (1997). *Changing multiculturalism*. Philadelphia: Open University Press.
- Ladson-Billings, Gloria & Gillborn, David (2004). *The RoutledgeFalmer Reader in Multicultural Education: Critical perspectives of race, racism and education*. London & New York: RoutledgeFalmer.
- Ladson-Billings, Gloria & Tate, William (2006). *Education research in the public interest: social justice, action, and policy*. New York, NY: Teachers College Press
- Margolis, E. (Ed.) (2001). *The hidden curriculum in higher education*. New York: Routledge.
- Maxwell, J. A. (1999). A realist/ postmodern concept of culture. in E. L. Cerroni- Long (Ed.), *Anthropological theory in North America*. (pp. 143-173). Westport, Ct.: Bergin & Garvey.
- Maxwell, J., Chmiel, M. (2010). Rethinking the concept of “culture” in education: Scholarly writing, theory and research, social theory.
- Mayhew, M. J., & Deluca Fernández, S. (2007). Pedagogical practices that contribute to social justice outcomes. *The Review of Higher Education*, 31 (1): 55-80.
- McLaren, P. (1997). Revolutionary multiculturalism: pedagogies of dissent for the new millennium. Boulder, Colo.: Westview Press.
- McMahon, B. J. (2003). Putting the elephant into the refrigerator: Student engagement, critical pedagogy and antiracist education. *McGill Journal of Education*, 38(2), 75–91.
- Miksch, K.L., Bruch, P.L., Higbee, J.L., Jehangir, R.R., & Lundell, D.B. (2003). The centrality of multicultural education to developmental education. In Lundell, D.B., & J.L. Higbee (Eds.). *Multiculturalism in Developmental Education* (pp. 5-13) Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy.
- Moll, L.C. (2010). Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown. *Educational Researcher*, 9(6), 451–460.
- Nieto, S. (2008). Culture and education. In Wiley-Blackwell (Ed.), *Yearbook of the national society for the study of education*. (pp. 127-142).
- Nieto, S., & Bode, P. (2008). *Affirming diversity: the sociopolitical context of multicultural education* (5th ed.). Boston: Pearson/Allyn and Bacon.
- Olivos, E. M., & Quintana de Vallalodid, C. E. (2005). Entre la espada y la pared: Critical educators, bilingual education and education reform *Journal of Latinos and Education*, 4, 283-293.
- Schwartz, S. J., Montgomery, M. J., & Briones, E. (2006). The role of identity in acculturation among immigrant people: Theoretical propositions, empirical questions, and applied recommendations. *Human Development*, 49, 1-30.
- Shome, R. & Hedge, R. S. (2002). Culture, communication and the challenge of globalization. *Critical Studies in Media Communication*, 19(2), 172-189.

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- Sleeter, C.E. & Grant, C.A. (2009). *Making Choices for Multicultural Education: Five Approaches to Race, Class and Gender*, 6th ed. Wiley
- Steger, M. B. (2005). Ideologies of globalization. *Journal of Political Ideologies*, 10(1), 11–30.
- Taylor, L.K., Bernhard, J.K. Garg, S. & Cummins, J. (2008). Affirming plural belonging: Building on students' family-based cultural and linguistic capital through multiliteracies pedagogy. *Journal of Early Childhood Literacy*, 8(3), 269-294.
- Thomas, M.K., & Columbus, M.A. (2010). African American identity and a theory for primary culture instructional design. *Journal of Educational Technology Systems*, 38(1), 75-92.
- Triplett, C. F. (2007). The social construction of “struggle”: Influences of school literacy contexts, curriculum, and relationships. *Journal of Literacy Research*, 39(1), 95-126.
- Useem, J., Useem, R., and Donghue, J. (1963). Men in the middle of the third culture. *Human Organizations*, 22(3), 169-179.
- Ware, F. (2006). Warm demander pedagogy: Culturally responsive teaching that supports a culture of achievement for African American students. *Urban Education*, 41(4): 427-456.
- Xiaoning, C. (2010). Identity construction and negotiation within and across school communities: The case of one English-as-a-new-language (ENL) student. *Journal of Language, Identity & Education*, 9(3), 163-179.

OUTSIDE-OF-CLASS RESOURCES:

Online access is vital for the distance learning aspects of the course and is important if we experience shutdowns because of the weather or other problems. **All students are required to activate and monitor their GMU e-mail accounts.** You will need to be fully competent to send and receive e-mail messages **with attachments**. If your computer at school/work or home has spam or pop-up blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use *TaskStream* (<http://www.taskstream.com>) as part of this course to submit papers and access information posted for the course and for communication from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment. All students should have access to standard word processing software that can be read by Microsoft Office 2007.

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

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early. **If you must be absent, please notify me by e-mail or phone.**⁴

General Expectations

Assessment is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class and small group discussions. The overall weights of the various performances are as follows:

Spring 2011 EDUC 894-001 doctoral seminar requirements will be met as follows:

a) Requirements

Activity	Percentage of Grade	Due Date
Class Participation	20%	
Discussion group participation	10%	
Online discussion	20%	
Reflective Journals	20%	
Critical book review and presentation or Literature review and presentation	30%	
	100%	

Several different types of assignments will be completed during the semester. Each assignment relates to the application of theory in school or other organization settings. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

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Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must be submitted electronically, and will be graded through *TaskStream*. *TaskStream* is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a *TaskStream* account.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. **I will not accept any written assignments after the due date.** [At my discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated].

Rewrites: Time permitting, and at my discretion, students may revise and re-submit papers (other than the final paper) to improve their performance. (Students with a grade of 3.6 or higher are discouraged from resubmitting.) Such revisions are due **not later than one week after receiving feedback on the previous draft.** I may re-consider an assignment grade, but I will not negotiate grades with students. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

a) Class Participation

Students are expected to participate actively in this doctoral seminar (in class and online), in-group activities, by contributing to class discussions with ideas gathered from assigned or related readings and, whenever possible, with ideas from previous or current professional practice. “Looking at Our Research” is a segment of in-class meetings that focuses on discussions about students’ research interests. Student input is requested for this segment of the class so that it can properly address student need.

Discussion Leader

As a part of class participation, each student will serve as leader for assigned readings for in-class discussions. In some instances, two students will work together to lead in-class discussions. Discussion leaders will be assigned on the first night of class. When it is your turn to lead the discussion, come prepared with meaningful questions to discuss. You may also include an activity for the class. The discussions should be 20 - 30 minutes in length.

Attendance is one component of “participation” (see rubric at end of this syllabus). More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

b) Discussion group participation

At the beginning of the semester, students will form discussion groups consisting of three members. For the weeks indicated on the course calendar, one student of the group is required to bring in a brief article or newspaper story about teaching in multicultural contexts and/or the education of linguistic or cultural minorities. The student has to bring enough copies for each group member plus an additional copy for the professor.

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At the beginning of the class, the groups will read the articles or newspaper stories silently and the student who brings the article or newspaper story will lead a discussion about the reading, asking questions to elicit the reactions from the other group members.

Students may focus on the themes of democracy, equity, social justice, cultural diversity, and/or progressive education to guide their discussions. Over the course of the semester, each student will present at least two articles or newspaper stories to his/her group.

c) **Online Discussions**

On the dates indicated on the course calendar, the class will meet online for discussions of novels, all of which are coming-of-age books about children or young adults from particular cultures, that are assigned as readings. The Professor will explain this process in class.

d) **Reflective Journals**

Students are required to reflect on the *academic literature* presented in this class as it introduces or reinforces different concepts and ideas that help form opinions and a knowledge base of multicultural education.

Keeping a reflective journal enables you to think about the issues presented in the literature, develop reflective and critical thinking skills, and prepare for class discussions. A reflective journal is not a summary of what you read, so **do not** provide one. In reflecting, you may:

- Discuss what you think
- Reflect upon your feelings in response to what you read
- Relate what you read to previous experience
- Discuss ideas you would like to explore in the future as a result of having read the chapter/article/book
- Account for learning new ideas you had not considered before
- Provide conclusions you thought of in response to the reading

In preparing to compose a reflective journal, you may ask yourself the following questions:

- What ideas from the reading caught my attention?
- What ideas from the reading were new to me?
- What is my personal response to the reading? What is the basis for such a response?
- What conclusions can I derive from the reading material?
- How can I implement the ideas contained in the text in my professional life?

Note: The above are suggestions to help you think critically about your journal entries. You do not have to address each one. They are meant to help you go beyond summarization.

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Reflective journals should be 2 - 3 pages in length, double-spaced.

If you follow the requirements stated above, you will receive full credit. If your journal entry is not fully developed or if it is a summary, I will make comments on the journal indicating what is required for it to be acceptable. Reflective journals are due as indicated on the course calendar included in this syllabus. Late journals will not be accepted. If a student is absent, s/he may send the professor the journal by e-mail.

**For the following assignments, select the one that you would prefer to do.
You are not required to do both.**

e) **Critical Book Review and Presentation**

Students will submit a critical review of a book that focuses on some aspect of multicultural education in writing and as an oral presentation. (See bibliography for a list of suggested texts.) Students must provide the name of the book, author, a summary, and a critical review and analysis of the book.

The summary and review of the book should be 8 – 10 pages in length and should include answers to the following:

- What is the thesis of the author? What are the major points made in the book? What perspective does the author have on issues of multiculturalism, multicultural education, and/or the education of culturally and linguistically diverse students?
- How does the author support his/her positions? Are research data provided? Historical data? Personal experience?
- How do the author's ideas support or challenge the content of our course?
- What are the implications of the author's ideas? Do they call for change in educational policy? Do they suggest a need for more research?
- What do you think of the author's ideas? Do you agree or disagree with them? Why?

In addition to the paper, you are to prepare a 10-15 minute presentation on the book. The presentation should address the questions as answered in the paper. The purpose of the presentation is to inform the class participants about the book and to engage them in thought and discussion about ideas expressed by the author. Please prepare a one-page summary of the book for members of the class and include the bibliographic information.

a) *Class participation [10 points]*

Students are expected to participate actively in class discussions (in class and online), in-group activities, and in serving as critical friends to other students. Additionally, small groups may periodically “co-teach” as we move into work on the

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various leadership and organizational theorists.

- a) *Written assignments [90 points]*

Grading Scale

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
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	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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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.

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.

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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.

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.

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Proposed Course Schedule: Spring 2011

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check the weekly announcements/handouts on the course website for any update to the schedule if you miss a class.

Class	Theme/ Topic	Preparation and Readings	Assignments to be prepared by this date
# 1 2/3	Course introduction Defining multicultural education Examining frameworks for multicultural education.		Mike Richardson: A Discussion of Culture and Identity in Education
#2 2/10	FOCI: Critical multicultural education and teachers Preparation: Read May & Sleeter, Part 1 (pp. 1-84)		New article for discussion Reflective Journal
#3 2/17	Multicultural education in and for today's global society: Is multiculturalism an American or global concept?		New article for discussion Reflective Journal
#4 2/24	FOCI: Critical multiculturalism in language and language arts. Preparation: Read May & Sleeter, Part 2 (pp 87-123 (New article for discussion Reflective Journal
#5 3/3	FOCI: Critical multiculturalism in mathematics/sciences Preparation Read May & Sleeter, Part 3 (pp. 127 – 162)		New article for discussion Reflective Journal
#6 3/10			New article for discussion Reflective Journal
Spring Break Mon March 14 – Sun March 20			
#7 3/24	FOCI: Critical multiculturalism in humanities and social sciences. Preparation: Read May & Sleeter, Part 4 (pp. 165-214).		New article for discussion Reflective Journal
#8 3/31	Wrapping up the May & Sleeter book!		New article for discussion Reflective Journal
#9 4/7	FOCI: Policies and politics: Setting the context and history		Cochran Smith (2008). Toward a theory of Teacher education for social justice

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Class	Theme/ Topic	Preparation and Readings	Assignments to be prepared by this date
		bell hooks (1994). Teaching to Transgress Education as the Practice of Freedom. New York: Routledge. Ch. 3. Embracing Change: Teaching in a Multicultural World: 35-44.	
#10 4/14	Social Justice: Developing Cultural Proficiency: Educating for Diversity, Equity, and Success for All Students Reframing our cultural lens.		
#11 4/21	Critical/ global multiculturalism: Metadisciplinary field Relations with peace education and social justice		McLaren Sleeter & Grant Kincheloe and Steinberg's Changing Multiculturalism.
#12 4/28	Presentations of Zehra Habib and Maryam Salahshoor		Each of our classmates will share their graphic figure that depicts their proposed approach to a multicultural education for the 21st century, which we will as a group discuss
#13 5/5	Final presentations of: Joyce Coleman, Trisch Ighile, Jo Kite, Mike Richardson, Hye Young Shin, and Frances Suazo		

Guidelines and Rubrics for EDUC 894-001

**Student Participation -- Classroom, Online Participation,
Required Course Products and Performance-Based Assessments**
Weekly
(January 24 – May 18)

Course Rubric for Class Participation

Criteria	Little or No Evidence 0	Beginning: Does not Adequately Meet Expectations 1	Developing: Meets Expectations Adequately 2	Accomplished: Strongly Meets Expectations 3
Attendance	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.
Effort	Actively avoids involvement when possible. Complains about others. Has large set of excuses.	Only sometimes prepared for class. Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Willingly participates when asked. Takes on group tasks. Engages others.	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.
Preparation Of Readings	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.
Participation In Activities,	Little to no participation in	Minimal participation in	Always participates in	Takes leadership in engaging peers

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Discussions, Projects	discussions, activities, or projects.	discussions, activities, and projects.	discussion, activities, and projects.	in participation in discussions, activities, and projects.
Homework, Projects, Exemplars	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.

Course Rubric for Discussion Leader

Criteria	Little or No Evidence 1	Beginning: Does not Adequately Meet Expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations
Goal Statement	Discussion leader gives inadequate or fails to give any statement of discussion goal at outset.	Discussion leader gives statement of discussion goal at outset, but is unclear.	Discussion leader gives statement of discussion goal at outset, but is ambiguous	Discussion leader gives a clear, concise statement of discussion goal at start of discussion.
Initiation of Discussion	Discussion leader begins discussion with a long lecture, and to some extents tends to achieve the goal by self.	Discussion leader begins with rambling problem statement; has a tendency to lecture at the outset.	Discussion leader begins with a rambling and wordy problem statement.	Discussion leader begins with a short, concise statement of the problem being discussed; avoids an introductory lecture.
Wait Time	Discussion leader does not employ wait time or does not do so effectively; tends to answer own questions.	Discussion leader briefly uses adequate and appropriate wait time to encourage at least one student to respond.	Discussion leader sometimes uses adequate and appropriate wait time to encourage at least one student to respond.	Discussion leader always uses adequate and appropriate wait time to encourage at least one student to respond.
Responding to Classmates	Discussion leader fails to acknowledge in any reasonable and consistent way contributions made by classmates. Does not ask follow-up questions to obtain required clarification if necessary.	Discussion leader non-uniformly acknowledges contributions provided by classmates, or uses only such statements as okay, yes, etc. Rarely asks follow-up questions.	Discussion leader acknowledges contributions provided by classmates, or uses only such statements as okay, yes, etc. Rarely asks follow-up questions.	Discussion leader responds well to classmates who provide input; acknowledges contributions regularly and thanks with sincerity; asks appropriate follow-up questions.
Question Types	Discussion leader almost uses no variety of question types; some showing a degree of inapplicability to goal attainment; does not achieve any reasonable depth of discussion.	Discussion leader uses a very limited variety of question types; limited applicability of questions to goal attainment; some use of rhetorical questions.	Discussion leader uses a limited variety of question types; limited applicability of questions to goal attainment; some use of	Discussion leader uses a wide variety of question types; uses questions that directly bear on the expressed goal; avoids rhetorical

			rhetorical questions.	questions; manages to have Classmates think and talk critically about topic.
Question Shifting	Discussion leader does not exhibit any concern for type of questions asked at either beginning or conclusion. Questions bear directly on subject matter in a lock-step fashion.	Discussion leader's choice of questions somewhat erratic, but tend to move from divergent to convergent as discussion continues.	Discussion leader's choice of questions somewhat erratic, but tend to move from divergent to convergent as discussion continues.	Discussion leader generally begins discussion with divergent questions and moves toward convergent questions near the end of the discussion; makes appropriate digressions if necessary.
Atmosphere	Discussion leader fails to maintain atmosphere conducive to successful discussion; statements or witticisms of others offend some classmates.	Discussion leader tends to maintain a reasonable atmosphere for discussion, but sometimes fails to control criticisms or witticisms of others.	Discussion leader creates a reasonable atmosphere for discussion, but sometimes fails to control criticisms or witticisms of others.	Discussion leader maintains a friendly, collaborative atmosphere; all classmates appear free to participate without recrimination.
Closure	Discussion leader does not achieve any form of closure, or does so very inadequately; runs out of time; does not assess to determine whether or not classmates have achieved educational goal.	Discussion leader reaches his or her own summary; concludes discussion early and quickly due to a lack of time; does a minimal job to determine whether or not educational goal has been attained.	Discussion leader tends to do his or her own summary; concludes discussion early and quickly due to a lack of time; does a minimal job to determine whether or not educational goal has been attained.	Discussion leader helps classmates to arrive at a meaningful conclusion to the discussion, restating the original goal, and having classmates explain its solution or achievement; uses appropriate questioning to ensure attainment of goal.

Rubric On-Line discussion

Criteria	Little or No Evidence 1	Beginning: Does not Adequately Meet Expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations 4
Content	Response was not applicable to the discussion or did not follow Netiquette.	Ideas were incomplete or had inaccuracies, or there are two or more opinions are presented without supporting facts.	Content is complete and accurate, but lacking in new ideas, or there may be one areas an opinion is presented without supporting facts or references. Content generally does not invite further discussion or investigation.	Content is complete, accurate and offers new ideas. The discussion is well supported with details that explain the participant's conclusions. Content encourages further discussion on topic.
Critical Thinking	Lacking critical thinking. Postings tend to be inaccurate or unclear. Rudimentary and superficial No analysis or insight is displayed	Lacking critical thinking. Postings tend to address peripheral issues. Generally accurate, but with omissions or clear recitation. Information is thin and commonplace	Substantial information. Some critical thinking evident, but posting may not directly address the issue. Thought, insight, and analysis has taken place	Clear evidence of critical thinking (application, analysis, synthesis, and evaluation). Postings are characterized by originality and relevance to the topic. Rich in content, thought, insight, and analysis
Timeliness	Some, or all, required postings missing	All required postings Most at the last minute without allowing for response time	All required postings Some not in time for others to read and respond	All required postings Early in discussion Throughout the discussion
Connections	No connections are made Off topic	Limited, if any connections Vague generalities	New ideas or connections Lack depth and/or detail	Clear connections To previous or current To real-life situations
Uniqueness	No new ideas "I agree with..." statement	Few, if any new ideas or connections	New ideas or connections Lack depth and/or	New ideas New connections Made with depth and

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		Rehash or summarize other postings	detail	detail
Stylistics	Obvious grammatical or stylistic errors Makes understanding impossible	Obvious grammatical or stylistic errors Errors interfere with content	Several grammatical or stylistic errors	Few grammatical or stylistic errors

Rubric – Reflective Journals

Criteria	Little or No Evidence 1	Beginning: Does not Adequately Meet Expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations 4
Making Connections & Developing Voice	<p>No personal response is made to the issues -concepts raised in the texts</p> <p>Does not reflect on own work at all and no examples are provided</p>	<p>Analysis conveys little evidence of a personal response to the issues/concepts raised in the text.</p> <p>Demonstrates an ability to reflect on own work but provides few examples</p>	<p>Analysis conveys some evidence of a personal response to the issues/concepts raised in the text</p> <p>Student demonstrates that he/she is beginning to develop new ways of reflecting on their world Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition.</p>	<p>Analysis conveys evidence of a personal response to the issues raised in the text. Student demonstrates that he/she is beginning to develop literacy pedagogy & critical inquiry</p> <p>Student demonstrates personal growth and awareness Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples</p>
Reflection	<p>Does not reflect on own teaching &/or student learning at all and no examples are provided</p>	<p>Reflects on own teaching & student learning but does not provide many examples</p>	<p>Demonstrates an ability to reflect on own teaching & student learning but examples provided are minimal</p>	<p>Demonstrates an ability to reflect on own teaching & student learning. Provides examples consistently. Begins to demonstrate good meta-cognition.</p>
Text	<p>Is not comprehending or reflecting on what is read or viewed</p>	<p>Demonstrates some basic comprehension of texts but does not make connections with the bigger picture.</p>	<p>Is able to make inferences and comprehends deeper meaning on most occasions. Relates texts and issues raised to other texts consistently</p>	<p>Is able to make inferences well and comprehends deeper meaning, consistently demonstrating insight and their relevance to the world and society</p>

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Tasks	Very little effort was made to attempt all tasks set	Little effort was made to attempt all tasks set	Work demonstrates that some effort was made to attempt all tasks set	Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative
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Rubric – Critical Book Review and Presentation

Criteria	Little or No Evidence 1	Beginning: Does not Adequately Meet Expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations 4
Organization	<p>The review does not begin with a thesis statement, and the writer fails to identify the work by title and author.</p> <p>The body does not develop a critical position. No organizational plan is evident</p>	<p>The review begins with a thesis statement that identifies the work by title and author, but it may not clearly indicate a critical position on the aspect of the work being reviewed.</p> <p>The body gives only partial or confusing criteria for the critical review; most points are not supported with evidence from the work. The conclusion may be weak, repetitive, or missing.</p>	<p>The review begins with a thesis statement that identifies the work by title and author and indicates a critical position on some aspect of the work.</p> <p>The body gives the criteria for the critical review; specific points are supported with evidence from the work.</p> <p>The conclusion brings the review to an appropriate close.</p>	<p>The review begins with a clear thesis statement that identifies the work by title, author, and genre and succinctly states a critical position on one aspect of the work.</p> <p>The body introduces and explains criteria for the critical review; specific points are supported with details and examples from the work.</p> <p>The conclusion leaves the reader with a memorable final point or a strong impression of the writer's critical impression.</p>
Analysis of book	<p>The review does not offer insight into the work. The review fails to establish criteria or does not present an understandable point of view. The tone is inappropriate or inconsistent. No analysis or evidence of</p>	<p>The review offers little insight into the work. The review does not focus on the same criteria throughout. The tone is not appropriate to the content of the critical evaluation. Unclear perspective or evidence of little</p>	<p>The review offers some insight into the work. For the most part, the review establishes, explains, and sticks to the same criteria for evaluation throughout. The tone is generally appropriate to the content of the critical</p>	<p>The purpose of evaluating the work is achieved, thereby deepening the reader's understanding of the work. The review establishes, explains, and sticks to the same criteria for evaluation throughout. The</p>

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	understanding provided	understanding	evaluation. Some perspective and evidence of understanding	tone is appropriate to the content of the critical evaluation. Concise, exact, clear; includes implications of author's position/ conclusions and reviewer's opinion of book
Substantive nature of book	Topic is not related to class or is too short, simplistic or superficial	Topic is only peripheral to class	Topic is appropriate for class	Complements or supplements class readings to provide deeper understanding
Relating of course content and readings to review	Includes no evidence of relation to class	Includes a discussion loosely related to class	Includes a discussion related to course content and readings	Includes a discussion related to course content, readings, and personal experience
Punctuality in submitting review	Not submitted	Submitted late	Submitted on time	Submitted on time
Grammar, usage, mechanics, spelling and format	There are more than 2 incomplete sentences or fragments. There are more than 2 run-ons. Contains so many errors that meaning is obscured	There are 1-2 incomplete sentences or fragments. There are also run-on sentences. The writing has many errors, and the reader is distracted by them	Uses complete sentences and a variety of sentence types. Contains few errors, but they don't represent a major distraction or obscure meaning	Uses complete sentences and a variety of sentence types. The writing is free or almost free of errors
Presentation	Demonstrated an inability to communicate content of review/ analysis to class	Poorly communicated review/analysis to class and/or did not remain within time parameters	Communicated content of review/analysis to class and stayed within time parameters	Clearly communicated content of review/analysis to class; stayed within time parameters; and was creative in presenting

Literature Review and Presentation Rubric

Criteria	Little or No Evidence 1	Beginning: Does not Adequately Meet Expectations 2	Developing: Meets Expectations Adequately 3	Accomplished: Strongly Meets Expectations 4
Relevance of literature to research	No analysis or evidence of understanding provided	Unclear perspective or evidence of little understanding	Some perspective and evidence of understanding	Concise, exact, clear; includes implications of author's position/ conclusions
Substantive nature of books and articles [Justified criteria for inclusion and exclusion from review]	Did not discuss the criteria for inclusion and exclusion. Literature is not related to the study or is simplistic or superficial	Literature is only peripheral to the study	Discussed the literature included and excluded. Literature comes from reputable sources	Justified inclusion and exclusion of literature. Literature comes from reputable sources and provides solid evidence of scholarly research
Methodology [Identified the main methodologies and research techniques that have been used in the field and their advantages and disadvantages.]	Research methods not discussed	Some discussion of research methods to used to produce claims.	Critiqued research methods	Introduced new methods to address problems with predominant methods.
Significance Relating of course content and readings to review	Includes no evidence of relation to class Practical and scholarly significance of research not discussed.	Includes a discussion loosely related to class	Scholarly significance of research discussed. Includes a discussion related to course content and readings	Includes a discussion related to course content and readings Commented on scholarly significance of research.

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Punctuality in submitting review	Not submitted	Submitted late	Submitted on time	Submitted on time
Punctuality in submitting review	Not submitted	Submitted on time	Submitted late	Submitted on time
Grammar, usage, mechanics, spelling and format	There are more than 2 incomplete sentences or fragments. There are more than 2 run-ons. Contains so many errors that meaning is obscured	Uses complete sentences and a variety of sentence types. Contains few errors, but they don't represent a major distraction or obscure meaning	There are 1-2 incomplete sentences or fragments. There are also run-on sentences. The writing has many errors, and the reader is distracted by them	Uses complete sentences and a variety of sentence types. The writing is free or almost free of errors
Presentation	There are more than 2 incomplete sentences or fragments. There are more than 2 run-ons. Contains so many errors that meaning is obscured	Communicated content of review/analysis to class and stayed within time parameters	Poorly communicated review/analysis to class and/or did not remain within time parameters	Clearly communicated content of review/analysis to class; stayed within time parameters; and was creative in presenting