GEORGE MASON UNIVERSITY | College of Education and Human Development

Division of Division of Elementary, Literacy, Multicultural and Secondary Education
Multilingual/ Multicultural Education Program

EDUC 537-001
FOUNDATIONS OF MULTICULTURAL EDUCATION
CRN 10796

Wednesday, 4:30 p.m. – 7:10 p.m.	**Spring 2012 - Semester**
Robinson Hall A247	
Professor	**Jorge P. Osterling, Ph.D.**
Office phone	**703-993-8136**
Office location	**1506 Thompson Hall, Fairfax**
Office hours	**Wednesday, 1:30 p.m. – 4:00 p.m.**
	or by appointment
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Blackboard 9.1 web-based course management:
https://mymasonportal.gmu.edu

[Spring semester: Monday, January 23, 2012 – Saturday, May 5, 2012]

COURSE DESCRIPTION:

A. Prerequisites

Admission to Graduate School of Education in CISL, CIFL, or CIMM program or instructor's permission.

B. Course description from the _2011- 2012 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.

Notes: Requires community-based field experience (i.e., Bridging the Cultural Divide project)

IMPORTANT NOTICES

- EDUC 537-001 uses the new Blackboard 9.1 system class where the syllabus, rubrics, presentations, and other material and updates will be placed. https://mymasonportal.gmu.edu

- Following the _National Council for Accreditation of Teacher Education_'s (NCATE) lexicon, this syllabus uses the term "_candidate_" to refer to EDUC 537 graduate students who are preparing to become teachers, and "_student_" to refer to those enrolled in P-K 12 classes.

- GMU EMAIL ACCOUNTS
- Candidates must use their Mason email accounts—either the existing "MEMO" system or a new "MASONLIVE" account to receive important University information, including messages related to this course. See http://masonlive.gmu.edu for more information.

- EDUC 537 uses the perspectives from the theoretical frameworks of Critical Multicultural Education and Critical Race Theory. Both theories incorporate a form of social justice and multiculturalism by examining issues of race, class, or gender. These frameworks give ways to connect to students' lives, utilize appropriate methods to encourage cultural acceptance through a critical lens, and prompt candidates to ask questions that will help them analyze their own inequities and assist them in becoming empowered through their explorations.

- EDUC 537 explores and discusses the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race, have on student learning. Based on course content and new knowledge, candidates develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society.

- _EDUC 537_ is not a methods course, nor is it a "how-to" on multicultural education. As such, the focus is not primarily on developing skills, however, in developing awareness and knowledge we will have moved in the direction of developing the competencies we need to work with diverse populations in changing societies.

WHAT IS MULTICULTURAL EDUCATION?

Multicultural education is a process of comprehensive school reform and basic education for all students that:

EDUC 537-001 – Spring 2012
J.P. Osterling

- Challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect;
- Permeates the schools' curriculum and instructional strategies, as well as the interactions among teachers, students, and families, and the very way that schools conceptualize the nature of teaching and learning;
- Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (*praxis*) as the basis for social change, multicultural education promotes democratic principles of social justice. (Sonia Nieto, 2004, p.346)

COURSE DELIVERY:

EDUC 537 is highly interactive by design and follows *'learning by doing'* and *'discovery learning'* approaches promoted by John Dewey (1859-1952), one of the fathers of modern education. There are no 'examinations' in this course. Course assessment is based on performance-based assignments. In order to meet the needs and learning styles of all candidates, course delivery is accomplished through variety of in-class, on-line, and individualized instructional strategies.

EDUC 537-001 will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates are expected to post emergent thoughts and responded regularly on the class *Blackboard 9.1™* site
https://mymasonportal.gmu.edu

LEARNER OUTCOMES:

EDUC 537 is designed to enable candidates to:

1. Understand, analyze and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups and their applicability to the education of all students, regardless of their personal characteristics, socioeconomic, cultural, and linguistic backgrounds, or physical challenges;

2. Demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. and the role that culture and subcultures play in the teaching and learning processes of culturally, linguistically and ability diverse students;

3. Learn, discuss and understand second language acquisition issues from the perspective of culturally and linguistically diverse families;

4. Meet and engage in a constructive dialogue with non-native English speaking families or households, with children who are second language learners;

5. Identify and understand educational inequities and inequalities and learn the ways how they affect learning (e.g. socioeconomic, gender, race, ethnicity, nationality, sexual orientation, and religion);

6. Reflect on their community-based field experiences (home/ family visits) both orally during the *Foundations of Multicultural Education* course and in the last section of their final written report.

7. Open lines of communication among candidates (i.e., class members to share information and misinformation on a wide range of social, cultural, linguistic problems; and to overcome the barriers of myths and stereotypes;

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

1. Ability to use email, course website tools (i.e., <u>Blackboard 9.1</u>) including online discussion and chat;

2. Ability to use word processor to produce quality written documents;

3. Ability to create Power Point documents and produce a quality presentations

COURSE OBJECTIVES

1. To develop awareness of multicultural issues of importance in education (and other disciplines and fields) by:

    a. Examining, from different theoretical and ideological perspectives, the nature of pluralism and intergroup relations in U.S. society in order to elucidate the basic causes and complex dynamics of racism, classism, sexism, ageism and other forms of discrimination and intergroup conflict, and involve issues of oppression, bias, and privilege.
    b. Increasing our knowledge of critical multicultural education;

2. To develop awareness of how each of us is embedded in a personal, social, cultural, historical context that has bearing on our beliefs about others and on our actions.

3. To develop the knowledge, skills and dispositions that will enable each candidate to meet the educational and linguistic needs of all her/ his students, including those who come from cultural, linguistically, and ability diverse backgrounds.

EDUC 537-001 – Spring 2012
J.P. Osterling

4. To increase knowledge of the ways culturally, linguistically and ability diverse populations of students/parents experience the world, inside and outside the classroom, the school and the community.

5. To develop our ability to actively empathize and our understanding as world citizens.

6. To develop a sound philosophical, theoretical, and personal rationale for critical multicultural education.

PROFESSIONAL STANDARDS:

EDUC 537 follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the Accreditation of Schools, Colleges, and Departments of Education:

a) Teachers of English for Speakers of Other Languages (TESOL), NCATE-TESOL, Domain 2. Culture and Domain 5, Professionalism. :

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
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

b) American Council on the Teaching of Foreign Languages (ACTFL), NCATE-ACTFLN, STANDARD 2A: Demonstrating Cultural Understandings:

Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.
ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384

REQUIRED TEXT & COMPANION WEBSITE

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

- Companion website: http://cw.routledge.com/textbooks/readingsfordiversity/

EDUC 537-001 – Spring 2012
J.P. Osterling

RECOMMENDED TEXT:

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

RELATED RESOURCES

Unless otherwise noted, all documents are electronically available through the GMU library system and will be posted on EDUC 537 *Blackboard 9.1* 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 January 9, 2012, 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 January 9, 2012, from http://www.edchange.org/multicultural/net/digdiv.html

EDUC 537-001 – Spring 2012
J.P. Osterling

Gorski, P. (2008) Complicity with conservatism. Retrieved January 9, 2012, from
http://edchange.org/publications/Complicity_with_Conservatism.pdf

Gorski, P. (2008) Critical paradigm shifts for multicultural education. Retrieved January 9, 2012, 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 January 9, 2012 from:
http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx

Human Rights Campaign. (2009). Working for lesbian, gay, bisexual and transgendered rights. Retrieved January 9, 2012, from http://www.hrc.org/

Jones, R. (1999). I don't feel safe here anymore. Retrieved January 9, 2012, from
http://www.nsba.org/IDontFeelSafe

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 January 9, 2012, from
www.iub.edu/~tchsotl/part2/McIntosh%20White%20Privilege.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 January 9, 2012 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 January 9, 2012, 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

Underground undergrads. (2009). Underground Undergrads. Retrieved January 9, 2012, from http://undergroundundergrads.com/

US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved January 9, 2012, 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.

EDUC 537-001 – Spring 2012
J.P. Osterling

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

Candidates 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 a candidate believes that s/he will have difficulty meeting EDUC 537 requirements in a timely manner, please inform the instructor as soon as possible.

Candidates are 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 material and kept after end of the semester to store Portfolio materials.

- Actively participate all Blackboard 9.1 sessions, to participate actively on the Blackboard 9.1 discussion board, and take part in all on-line activities.

- Use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet [GMU has computer labs available for instructional, training and drop-in use including one in GSE].

Candidates must use their MASONLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu

Candidates 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).

EDUC 537-001 – Spring 2012
J.P. Osterling

EDUC 537-001 Requirements

Assignment	Due Date	Grading	Goal
1.- Participation & In-class presentations	Weekly	20%	Candidates are expected to complete all readings and participate actively and thoughtfully in every class session: Includes weekly class presentations. In class activity: Every class, a group of candidates (not larger than three) will present, analyze, and lead a +/- 30 minute class discussion of the required weekly readings Presentations should include visual (transparency) media as well as handouts for candidates. • NCATE TESOL Standards 2a, 2b, 5a, 5b • ACTFL NCATE Standards: 3a, 4a, 6a
Session Two: (February 1, 2012) Each candidate discusses with the Professor her or his theme/ topic for both: • *Bridging the Cultural Divide* project • Final project: Making Choices for Multicultural Education: Carrying the Message			
2.- Autobiographical Paper [Reflective Personal Development] The paper should be approximately 1,500 to	Session 4, February 15, 2012	20 %	*Autobiographical paper*. Each candidate will write a reflective autobiographical paper where s/he examines their cultural roots, highlights their cultural identity, and explores their dimensions of race, ethnicity, language, religion, gender and other aspects of their identity and socialization. Some personal issues and/or question to explore are:

2,000 words in length – roughly 6 pages or more, a cover page and a works cited page.			• *How have I come to be who I am? [*Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors]
			 • *How have my experiences of diversity influenced my identity*?
			 • To what extent have I experienced privileges of the dominant culture or marginalization based on some aspect of my identity?
			 • How have my cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influenced my teaching?
			 •
			    • NCATE TESOL Standards: 2a, 2b, 5a, 5b
			    • ACTFL NCATE Standards: 3a, 4a, 6a

VA Requirement **(Candidates keeps her/ his certificate, to be included in final portfolio)**	Session 9, March 28, 2012	State Requirement	All candidates seeking initial licensure – as well as license renewal – are required to complete *a Child Abuse Recognition and Intervention Training for Initial Licensure and License Renewal.* *See:* *http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml*
3.-*Bridging the Cultural Divide* Project: Culturally Diverse Families in Our Schools The paper should be approximately 8,000 to 10,000 words in length – roughly 20 pages or more, a cover page and a works cited page.	Session 10, April 04, 2012	30 %	This is an NCATE assessment of candidates' • Knowledge, understanding and ability to use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL/ Foreign Language students' cultural identities, language and literacy development, and content-area achievement; • Knowledge, understanding and ability to use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. One of two candidates will visit and interview a family from a racial,

EDUC 537-001 – Spring 2012
J.P. Osterling

			linguistic, socioeconomic, and cultural background different from their own. During the final weeks, candidates will present to the class a critical analysis of the qualitative interview and home/ family visits. • NCATE TESOL Standards: 2a, 2b, • ACTFL NCATE Standards: 3a, 4a, 6a
4. Final Project: Making Choices for Multicultural Education: Carrying the Message	EXAM WEEK Sessions 13 & 14 April 25 & May 02, 2012	30 %	Professional conference proposal (e.g., NAME, TESOL, ACTFL) PowerPoint with detailed speaker notes and handout with annotated references inspired by Sleeter & Grant (2009). NCATE TESOL Standards: 2a and 2b
Detailed information and examples for each assignment are available electronically. Website and login information will be provided in class.			

Additional Information

A. Performance-based assessments

All GMU-CEHD licensure courses have a required *Performance Based Assessment* (PBA).

B. Posting all Assignments in Blackboard 9.1.

All assignments must be posted to *Blackboard 9.1*, where they will be reviewed and graded.

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.

All assignments must be completed in MSWord, should reflect APA style (6th edition) and be e-mailed as an attachment to the instructor prior to class. Late assignments will not be accepted without making prior arrangements with me.

D. Graduate Grading Scale

http://catalog.gmu.edu/content.php?catoid=17&navoid=1277&hl=graduate&returnto=search

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 candidates 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. Candidates' performance will be evaluated using letter grades.

EDUC 537-001 – Spring 2012
J.P. Osterling

George Mason University Policies

The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting candidate, 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.

Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development holds the following five core values:

- **Collaboration**
- **Ethnical Leadership**
- **Innovation**
- **Research-based practice**
- **Social justice**

STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. http://academicintegrity.gmu.edu/honorcode/).

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.

Professional Behavior and Dispositions.

See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Responsible use of Computing

http://universitypolicy.gmu.edu/1301gen.html

GMU STUDENT RESOURCES ON CAMPUS

Office Of Disability Services

Candidates 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.

 If you are a candidate 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

Writing Center:

A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu

University Libraries

"Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html

Counseling and Psychological Services (CAPS)

(703) 993-2380; http://caps.gmu.edu

EDUC 537-001 – Spring 2012
J.P. Osterling

Tentative Course Schedule for EDUC 537 - 001
Spring 2012

Wednesdays 4:30 – 7:10 p.m.
(Fourteen sessions, 2hrs 40 minutes' each)

Week/ Date	Topics, and Activities
Session One (01/25/2012)	**Introductions** **Syllabus overview.** **Purpose & Framework.** **Discussion: Comparing and contrasting our preconceptions about *culture* and *multicultural education*.**
Session Two (02/01/2012))	**Theme or Topic:** Why multicultural education is critical for all students in U.S. society. ***Readings:*** Cole: What's culture got to do with it? Moll: Mobilizing Culture, Language, and Educational Practices ***Discussion session***: From the Moll and Cole's articles. **Time for questions about syllabus and requirements**

Rev.14 January 2012

- What is multiculturalism?

- What springs to mind when you hear the word 'multiculturalism'?

- What are the good things about multiculturalism?

- What problems does multiculturalism bring to a country such as the USA?

- Why are many people afraid of multiculturalism?

- Is it possible in today's global society, for a country such as the USA to avoid multiculturalism today?

- Is multiculturalism good for world peace and understanding?

- Do you think elementary school children in multicultural classes give a lot of thought to multiculturalism?

- Would you prefer your country or the USA to be multicultural or of just one culture?

- Is multiculturalism something that only White societies think about?

- Can multiculturalism result in a country losing its identity?

- Is multiculturalism really another form of racism?

- In a multicultural society, should newcomers do what they can to assimilate into the culture of their new country?

- Is multiculturalism a dirty word?

- Do you think multiculturalism can ever be reversed?

- Do you think the original culture of a society that has become multicultural like the change?

Session Three (02/08/2012)	***Theme or Topic:*** *Introduction To Critical Multicultural Education.* **Readings** Kubota, R. (2006). Unfinished knowledge Moll, Amanti, Neff & Gonzalez (1992), Funds of knowledge **Discussion session:** • What skills, abilities, ideas and practices do students bring from home that you can apply to the classroom? • What *funds of knowledge* do they already have from their home life?
Session Four (02/15/2012))	***Theme or Topic:*** Section One: Conceptual Frameworks & Racism. **Readings :** Textbook: Sections One (i.e., Conceptual frameworks, pp. 1-58) **Discussion session:** ***Due today: Reflective Personal Development Paper*** [must be uploaded to Blackboard 9.].] 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. Most multicultural/ intercultural educators contend that an in-depth, personal understanding of our own culture is the foundation of our ability to work effectively with culturally, linguistically and ability diverse groups. Drawing from knowledge about yourself, experiences in today's global society and in your academic readings please describe and critically analyze your personal cultural identity development. 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? Describe the cultural competencies that reflect your sense of cultural identity. 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.

Session Five (02/22/2012))	***Theme or Topic:***
	Section Two: Racism
	
	Readings: Textbook: Section Two: (i.e., Racism, pp. 59 - 140)
	
	Discussion session: McIntosh's *While Privilege* paper.
	
	   • What is white privilege
	   • Is *White Privilege* a simple or complex issue? Explain.
	   • How does *White Privilege* influence me?

Session Six (02/29/2012)	***Theme or Topic:*** Section three: Classicism **Readings:** Textbook: Section Three: (i.e., Classism 141 – 226) **Discussion session**: Choose and discuss one context, one voices and one next steps
Session Seven (03/07/2012)	***Theme or Topic:*** Section Four: Religious oppression **Mid-Term evaluation and self-assessment.**

EDUC 537-001 – Spring 2012
J.P. Osterling

	Readings: Textbook, Section Four (i.e., Religious Oppression, pp. 227 – 313. **Discussion session:** Choose and discuss a few typical instances of oppression within and between religions, and oppression of individuals because of their beliefs or practices.
	Spring Break **Mon, March 12 – Sunday March 18**
Session Eight (03/21/2012)	***Theme or Topic:*** Sections Five, Six and Seven: Sexism, heterosexism, and transgender oppression **Readings:** Textbook, Sections five, six and seven (pp. 315 – 456) **Discussion session**:

EDUC 537-001 – Spring 2012
J.P. Osterling

Session Nine (03/28/2012)	***Theme or Topic***: Child abuse, neglect and intervention [Training for Initial Licensure and License Renewal] 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. http://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml Verification of training completion is noted on individual licenses and 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. **Due today: Completion of online course [candidate keeps certificate].**
Session Ten (04/04/2012)	**Due Today:** Bridging the Cultural Divide Project **Presentations:** Groups of EDUC 537-002 students will make their class presentations. <table><tr><th>Time</th><th>Group Presenting</th></tr><tr><td>4:40 – 4:55</td><td></td></tr><tr><td>Break</td><td></td></tr><tr><td>5:00 – 5:15</td><td></td></tr><tr><td>Break</td><td></td></tr><tr><td>5:20 – 5:35</td><td></td></tr><tr><td>Break</td><td></td></tr><tr><td>5:40 – 5:55</td><td></td></tr><tr><td>Break</td><td></td></tr><tr><td>6:00 – 6:15</td><td></td></tr><tr><td>Break</td><td></td></tr><tr><td>6:20 – 6:35</td><td></td></tr><tr><td>Break</td><td></td></tr></table>

EDUC 537-001 – Spring 2012
J.P. Osterling

	6:40 – 6:55	
Session Eleven (04/11/2012)	*Theme or Topic:* Sections Eight, Nine and Ten : Ableism, ageism and adultism **Readings:** Textbook, Sections eight, nine and ten. **Discussion session**: There is a variety of ways to understand what "*oppression*" is. There has to be some comparison between different models. 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.	
Session Twelve (04/18/2012)	*Theme or Topic:* Section Ten: Working for social justice: visions and strategies for change **Readings:** Textbook, Sections ten (pp. 587 – 640) • "How to Teach Controversial Content and Not Get Fired" by *Kelley Dawson Salas* at *http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml* • *"What does it mean to teach for social justice?" by Pat Russo.* **(Handout)** Things to think about when reading these two articles and preparing for class discussion: • 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? • Why do you think that teaching with a social justice perspective is so controversial in the K-12 community? • Do you think a social justice perspective fits your teaching "stance?" Why or why not?	

	If you plan to teach with a social justice perspective during your internship:
	- What problems do you think might arise? - What ideas did you find in these articles about how you might overcome such problems? - Which of Russo's cycles do you think would be the easiest *and* most difficult for you to integrate into your historical content – race, class, gender, disability, and sexuality? *"The Big One" by Bill Bigelow - read the article (**http://www.rethinkingschools.org/archive/23_04/big234.shtml**) and review the curriculum materials (**http://www.rethinkingschools.org/climate/**).* Things to be thinking about when reading the article and reviewing the curriculum materials: *What are the strengths and weaknesses of this approach to teaching for social justice?* *How and why is the content of this unit controversial?* *What types of teaching **methods** used in this unit would you be most likely to use? How and why?* *How might you adapt and integrate some or all of the **content** in this teaching unit into the courses you will be teaching in the future.*

Session Thirteen (04/25/2012)	**Individual Presentations of Final Project: Fifteen minutes per candidate**

	Time	Presenter
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	

EDUC 537-001 – Spring 2012
J.P. Osterling

	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
Session Fourteen (05/02/2012)	**Individual Presentations of Final Project: Fifteen minutes per candidate**	
	Time	**Presenter**
	4:40 – 4:55	
	Break	
	5:00 – 5:15	
	Break	
	5:20 – 5:35	
	Break	
	5:40 – 5:55	
	Break	
	6:00 – 6:15	
	Break	
	6:20 – 6:35	
	Break	
	6:40 – 6:55	
	Course Evaluation Forms. Feedback Forms. **Materials Release Forms.** **PLEASE UPLOAD IN Blackboard 9.1 YOU FINAL MATERIA*L***	

Guidelines EDUC 537-001

Assignments and Requirements

Please see posted rubrics in

EDUC 537-001 *Blackboard 9.1* site.

Participation
Classroom, Online-Participation & Presentations

20% of Final Grade
(January 23, 2012 – May 5, 2012)

Discussion Questions over the Main Readings:

Each session there will be three main readings for the class. Your assignment is to do all the assigned readings and come to class prepared to discuss them. You are required to come to each class with a written-out discussion question ---a query, puzzle, or issue about the readings you would like to have discussed in class. At the beginning of each session, I will ask you to turn in to me those written questions (with your name attached) for use during the class discussion.

Your active contributions to the discussions, questions, and comments in class will account for one-fifth of your grade and academic credit. Please arrive on time. Late arrivals and/or absence from class are considered lapses in participation. Please see posted rubric in *Blackboard 9.1* site.

In-Class Presentations:

During the first session, I plan to form the candidates into subgroups of two or three candidates who will work together in advance to prepare class presentations. The in-class presentation will consist of the candidates within such subgroups briefly presenting (20 minutes) the gist and main points of the required readings for that session, and then leading a discussion (additional twenty minutes) of the articles.

Each subgroup should meet with me privately the preceding class to plan their presentations for the coming week. You and your subgroup will be asked to do one of these presentations throughout the summer semester, and volunteers will be sought for specific topics. Your group's assignment is to present the readings clearly and creatively

and explain their main ideas. (Please see attached rubrics). Please see posted rubric in Blackboard 9.1 site.

Schedule for In-Class Presentations *(Readings for Diversity and Social Justice)*		
Session	**Theme or Topic (Readings**	**Two or Three Candidates**
Session Three (02/08/2012)	Kubota's Unfinished knowledge & Moll et al. Funds of Knowledge.	
Session Four (02/15/2012)	Section One: Conceptual Framework	
Session Five (02/22/2012)	Section Two Racism	
Session Six (02/29/2012)	Section Three Classicism	
Session Seven (03/07/2012)	Section Four Religious Oppression	
Session Eight (03/21/2012)	Sections 5, 6,7 Sexism, heterosexism,	
Section Nine (03/28/2012)	Child abuse, neglect and intervention	[Discussion – Hypothetical cases, scenes]
Session Ten (04/04/2012)	Special Theme: Bridging the Cultural Divide Presentations	[Special *Bridging the Cultural Divide* Presentations]]
Session Eleven (04/11/2012)	Sections Eight and Nine Ableism, ageism, adultism)	
Session Twelve (04/18//2012)	Section ten: Social Justice	

EDUC 537-001 – Spring 2012
J.P. Osterling

Session Thirteen (04/25/2012)	Final Presentations
Session Fourteen (05/02/2011)	Final Presentations

Cultural Autobiography
20% of Final Grade
Session Four – February 15, 2012

What is my Culture? What cultures do I belong to?

The paper should be approximately 1,500 to 2,000 words in length, roughly 6 pages or more, a cover page and a works cited page. Please see posted rubric in Blackboard 9.1 site.

The purpose of this multicultural autobiographical assignment is to increase of your cultural identity as a step in better understanding students who come from a wide variety of backgrounds. As you look at your life and begin to articulate your beliefs about education, consider your experiences through a cultural - historical lens. In this autobiographical narrative, you will explore your own personal history, including the formation of your identity, beliefs and perspectives on education. In doing so, you may consider identifying some key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. This exercise challenges each candidate to critically unravel her or his cultural assumptions by reflecting on the events and life experiences that have shaped their cultural premises Focus your narrative on the aspects of your experience including individual, interpersonal, and cultural influences, which lead to your current interest in teaching culturally, linguistically and ability diverse students.

One candidate, for example, began her autobiographical essay commenting that:
"There are a tremendous number of factors that have made me who I am. My family, friends, religion, and experiences have all had a hand in helping me form my ideas and opinions on everything in life. I know that my experience thus far in life have been unlike that of anyone else.

Bridging the Cultural Divide Project
(30 % of Final Grade)

Session Ten
(April 4, 2012)

MME'S NCATE TESOL Assessment 2
Assessment of Content Knowledge

Project Guidelines

1. **Brief Description of this NCATE-TESOL Assessment and Its Use in the MME Program**

This assessment addresses TESOL Domain 2*, Culture;* Standard 2, *Culture as it affects English language learning* and Domain 5, *Professionalism*, Standard 5.b., *Professional Development, Partnerships and Advocacy*. This semester-long case-study project is required in *EDUC 537, Foundations of Multicultural Education.*

The overall goals of this assessment are for candidates:

- To demonstrate their knowledge, understanding, and use of major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs;
- To explain how they take advantage of professional growth opportunities;
- To demonstrate their ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Therefore, the assessment addresses the extent to which the candidate knows, understands and applies knowledge about:

a. Cultural values and beliefs in the context of teaching and learning (Standard 2.a).
b. Communication between home and school to enhance ESL teaching and build partnerships with ESOL families (Standard 2.d).
c. The interrelationship between language and culture (Standard 2.e)
d. Ways to support ELL families (Standard 5.b.6).
e. Alternative ways to serve as resource personnel in their educational communities (Standard 5.b.7).

2. **Who scores this assessment?**

The instructors of EDUC 537, following an established scoring rubric, score this assessment (please see scoring rubric in the courses Blackboard 9.1 web site).

Because more than one instructor teaches the foundations course, at the end of the Spring 2012 semester this scoring rubric will be checked for inter-rater reliability. Consequently, the EDUC 537 instructors scoring this project will identify two high, two low, and two mid-level scores of this project, meet to compare scores in order to ensure consensus on expectations. Inter-rater reliability checks will help reduce rater bias and increase the clarity of the language in the rubric itself.

3. **Objectives of the *Bridging the Cultural Divide Project***

This performance assessment requires ESOL teacher candidates to:

   a. Conduct home visits and interview parents or guardians of an English language learner from an ethnic, linguistic, racial or socioeconomic background different from the candidate's, using the guidelines included in the syllabus and provided in class.
   b. Increase intercultural competence by becoming familiar with the student's linguistic and sociocultural background.
   c. Examine the concept of bilingualism —additive and subtractive—held by the ESOL student and her or his family, and reflect on their classroom implications.
   d. Critically analyze how the ESOL student's cultural identities affect language learning and school achievement.
   e. Demonstrate the effective use of a wide range of standard-based materials, resources and technologies to learn about the cultures of their students in their classrooms, particularly how an ESOL student's cultural identity affects their ESL learning and how levels of cultural identity vary widely among students.
   f. Discover the strengths in ESOL students' home discourses, including multiple literacies, and learn about the funds knowledge, which they can use to enhance second language teaching and learning.

4. **Alignment of Assessment 2 with TESOL Standard 2 and Standard 5.b.**

TESOL Standard 2: Culture as it affects student learning	How *Assessment 2* meets TESOL Standard 2
Standard 2.a. Understands and applies knowledge about cultural values and beliefs in the context of teaching and learning.	Candidates understand and apply knowledge about: • Cultural values and beliefs in the context of teaching and learning ESOL; • Home/school communication to enhance ESOL teaching;
Standard 2.d. Understands and applies knowledge about communication between home and	Candidates understand and apply knowledge to communicate in a culturally respectful and linguistically

school to enhance ESL teaching and build partnerships with ESOL families.	appropriate manner with students' families.
Standard 2.e. Understands and applies concepts about the interrelationship between language and culture.	Candidates act as advocates to support students' home culture and heritage language.
Standard 5.b.6. Support ELL families.	Candidates help create empowering circumstances and environments for ELLs and their families.
Standard 5.b.7. Serve as professional resource personnel in their educational communities.	Candidates help other classmates, teachers and administrators work effectively with ELLs.

5. Assessment Documentation

a) Guidelines for final report

Candidates are expected to submit a final *Bridging the Cultural Divide* report. It should be approximately 8,000 to 10,000 words in length – roughly 20 pages or more–written in correct APA format. The final project report should contain many, if not all, of the following topics: introduction, project/ issue background, theoretical considerations, statement of purpose and objectives, detailed outline of accomplishments, timeline, outcomes, and a conclusion. A presentation to the class during the last sessions will be expected and the final report will be due on the last day of class.

Each project report is assessed using the criteria specified in the scoring rubric included both in the course syllabus as well as on its website.

b) Procedures for candidates: Meeting a non-native English speaking family with an ELL child

Candidates will make an appointment to visit a non-native English speaking family with an ELL child enrolled in a private or public school, at a mutually agreeable time and location. The family should always be consulted in choosing the location of the visit to ensure that the location is convenient and comfortable for them.

❖ Prior to visiting the family.

- Candidates develop, with the instructor's assistance, ESOL family visit guidelines and/ or an interview protocol.
- Candidates, using secondary sources, finds out about the cultural, educational, linguistic background of the household s/he will visit (e.g., who? what? when? where?).

- Candidates explore the neighborhood where the ESOL family lives by visiting it:
    o To gather information on the linguistic, sociocultural and economic variables in the community;
    o To search for cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and analyze what they represent to the ESOL family;
    o To record and critically analyze this data in a journal.
- Candidates will set specific goals or objectives for the family visit.

❖ During the visit.

- Candidates will set the tone of the visit (e.g., warm introduction, thanking family for time and participation) and will establish rapport.
- Candidates will be good listeners and will respect the host family's cultural, ethnic and linguistic values.
- When and if appropriate, candidates with his/her host's permission may take notes, photographs or record the visit.
- Candidates will include in the interview all family members who would like to participate.

❖ After the visit

- Candidates will document and evaluate the visit by reviewing and discussing with colleagues field notes, photographs, tape recording and any other relevant material.
- Candidates will reflect on the impact that this experience has had on his/her understandings and views on second language acquisition, family involvement in schools, and working with culturally, linguistically, and ability diverse students.

❖ Writing the final report.
- Candidates will author or coauthor and carefully edit a written report, of which the last section must include a personal reflection (250 words) written by each candidate (in the case of collaborative projects and report).

6. Scoring the assessment

The *Bridging the Cultural Divide* project will be scored with an analytic scoring rubric. Categories selected for this assessment are taken directly from NCATE-TESOL's Standard 2 – Culture as it affects English language learning—and Standard 5.b. — Professional development, partnerships and advocacy —upon which this task is based.

Scoring Range – Four (4) levels of achievement for accomplishing this assessment task have been defined on the scoring rubric: These four levels have been selected to allow

for finer discrimination between those who go above and beyond the standard, and those who are close but do not meet the standards.

Exceeds Standards (Score 3)	• Candidates demonstrate proficiency and consistently exemplary performance in all of the standards in this category. • The quality of the candidate's work is so outstanding that it could serve as a model for other novice teachers. • This rating indicates that the candidate would likely qualify for the National Certification after completion of required teaching experience.
Meets Standards **(Score 2)**	• Candidates demonstrates consistent performance across the items in this category, suggesting an endorsement without reservations of the candidate's competency in the indicated standard, or that there are some specific standards, which may require additional attention before full proficiency, is attained. • This score indicates that the rater believes this candidate has unusual potential to make a dynamic contribution to a school upon graduation or that upon graduation, a principal employing this candidate should expect satisfactory performance in this area with minimal mentoring and professional support.
Approaches Standards **(Score 1)**	• Candidates shows progress toward mastery of the standards in this category, but needs more time and attention to reach proficiency. • This rating suggests that while this candidate has potential, growth is needed before satisfactory performance as a novice teacher can be assured. • If the candidate's performance on this standard falls short of that expected of beginning teachers in most of the items in this area, a low rating can be awarded to suggest that the candidate will need maximum support and needs to show significant improvement before being allowed into a classroom by him/herself.
Does not meet Standard **(Score 0)**	• The teacher candidate failed to include a great deal of necessary and important information regarding the student in the *Bridging the Cultural Divide* project.

EDUC 537-001 – Spring 2012
J.P. Osterling

Scoring Rubric for Assessment 2

TESOL Standard Performance Indicators	Does not meet Standard (Score 0)	Approaches Standard (Score 1)	Meets Standard (Score 2)	Exceeds Standard (Score 3)
Standard 2.a. Candidate understands and applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.	Candidate neither understands nor applies knowledge about cultural values and beliefs in the context of teaching and learning ESOL.	Candidate is aware that cultural values and beliefs have an effect on ESOL student learning.	Candidate uses a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.	Candidate knows, understands, and uses information of how cultural groups and students' cultural identities affect language learning and school achievement.
Standard 2.d. Candidate understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Candidate neither understands nor applies knowledge about communication between home and school.	Candidate is aware that communication between home and school to enhance ESL teaching.	Understands and applies some knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	Understands and applies knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.
Standard 2.e. Candidate understands and applies knowledge	Candidate neither acknowledges nor understands	Candidate is aware that there is an interrelationship between	Candidate operates with the knowledge that a student's first language	Candidate recognizes that language and culture are inextricably

Rev.14 January 2012

about the interrelationship between language and culture.	the interrelationship between language and culture.	language and culture	and culture influences how well she or he hears the new language and sees culturally appropriate new behaviors as they are modeled.	linked, that they inform and influence the other, and recognize that the first language and culture of ESOL students continue to play and important role in their overall education.
Standard 5.b.6 Candidate supports ELL families	Candidate is not familiar with community language education and other resources available to ESOL students and their families.	Candidate is familiar with community language education and other resources available to ESOL students and their families.	During the home visits, when necessary or if requested, candidate provides ESOL students and their families with information, support, and assistance as they advocate together for the students and their families.	Candidate demonstrates having a clear understanding of the importance of interacting with the community and is are prepared to serve as a resource to colleagues and staff, including paraprofessionals, to improve learning for all ESL students
Standard 5.b.7. Candidate serves as professional resource personnel in their educational communities.	Candidate is either unaware or does not understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members, policy makers	Candidate understands ways to facilitate cooperation among ESOL professionals, families, administrators, community members, policy makers and their ESOL students.	Candidate models for her/ his fellow candidates and colleagues a variety of techniques and attitudes needed to work effectively with ESOL students.	Candidate helps fellow candidates and colleagues on ways to work effectively with ESOL students.

	and their ESOL students.			

EDUC 537-001 – Spring 2012
J.P. Osterling

Final Project
Making Choices for Multicultural Education:
Carrying the Message

(30% of Final Grade)

Sessions 13 – 14
April 25, 2012 & May 02, 2012

In lieu of a final paper, *each* EDUC 537-001 candidate will:

a) Draft a scholarly conference proposal for an assumed peer-reviewed

   professional conference (e.g., AERA, NABE, NAME, and TESOL). Conference

   theme: *Making Choices for Multicultural Education: Carrying the Message*

   **FYI only the following TESOL Proposal Guidelines —many of hundreds
   proposal guidelines available in the web— may provide you some
   guidelines as of the best way to prepare a proposal:**

   http://tesolarabia.org/conference/proposals/TipsForWritingProposals2012.ppt
   http://www.tesolmedia.com/docs/convention2010/tesol2009prez.ppt

b) Make a 15-minute presentation on her/ his chosen theme to the EDUC 537-001

   class, using handouts and Power Point slides on the *Making Choices for*

   Multicultural Education theme.

c) Submit a 4 to 6 page handout of presentation to classmates.

Main Objectives

a. Encourage candidates in using the conceptual frameworks and theories of

   critical multicultural education to explain teaching behaviors and policy-making

   that either encourages or hinders educational equity and social justice

   throughout the educational process.

b. Assist candidates in relating critical multicultural education theories and

   research to their own professional practice.

Rev.14 January 2012

c. Help candidates reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and policy.

d. Guide candidates 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.

Each Conference proposal" should address the hypothetical conference's overall theme — *Making Choices for Multicultural 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 Proposal for a Scholarly Conference [paper presentation] good scholarly proposals:

- Describe clearly and accurately the presentation content and format
- Fit the theme 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
- Should be the required length (i.e., max 15 minutes)
- 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 you dissertation). You are providing the audience with a taste of your ideas, not the whole thing.

Presentation Schedule for Last Two Sessions **Twenty Candidates** **Three documents:** 1. **Conference proposal** 2. **Conference Handout** 3. **Conference Power Point Presentation**					
Session Thirteen **(April 25, 2012)**			**Session Fourteen** **(May 02, 2012)**		
Sequence 4:30 – 7:10	**Candidate**	**Proposal/ Presentation Title**	**Sequence 4:30 – 7:10**	**Candidate**	**Proposal/ Presentation Title**
1			**11**		
2			**12**		
3			**13**		
4			**14**		
5			**15**		
6			**16**		
7			**17**		
8			**18**		
9			**19**		
10			**20**		

Per your (i.e., candidates) request:

FYI -- Titles from previous EDUC 537 academic semesters

- Americanization at the expense of preserving individual culture: Parents and Teachers responsibility."
- Bridging the Korean and U.S. Educational Cultural Divide
- Culture of poverty
- Deaf Bilingual Education: An Important Sector of Multicultural Education
- Disability or Difference? Accommodating the Needs of English Language Learners
- *E pluribus unum*, strengthened by bilingual education: How to provide nonnative English speaking students in mainstream classrooms with an education that upholds principles of Social justice while allowing them to keep their mother tongue language?
- Exploring English language learning through interactive media programs.
- Homosexual students: How they deal with school and other factors
- Inequalities on standardized testing
- I-Pad for empowerment
- Math/ cultural
- Meaningful education for multicultural education students
- Once upon a time
- Racism and white supremacy in U.S. music education
- See the light! How Teachers Can Improve the Imbalance of Power Between Minority Parents and School
- Shoeboxes, Shelters, and Teachers' Sensitivity about Homelessness
- Social Justice
- Social Justice and L1 Usage in Elementary Classrooms
- Strategies to teach social justice
- Teaching patriotism from a multicultural perspective
- The Classroom to Prison Pipeline
- The power of labeling in the classroom & its influence on student success.
- The Psychological and Educational Consequences of Family Separation and Reunification in Immigrant Children in the United States
- When the teacher becomes the student: Learning to Build Communities through Life Stories & Empathetic Comprehension
- Why don't my students look like me: Teaching as equitable social practice