EDU 617
(Three Graduate Credit Hours)
Multicultural Education
Mini-Term 2012

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Nature of Course Content

Teaching students with many different backgrounds and learning styles is not a new challenge in schools. As classrooms become more diverse racially, ethnically, linguistically and socioeconomically, teachers need to know how to use multicultural education to improve the achievement of students. Outcomes in this class will focus on understanding and developing a multicultural learning environment that supports and improves student learning.

Course Goals and Outcomes

Upon completion of this class, participants will have

- defined their personal cultural background and understand how it affects their teaching;
- investigated influence of culture on learning styles and student behavior;
- developed a repertoire of various strategies and methods to maximize learning in a diverse classroom;
- developed a personal plan for providing a classroom environment supportive of learners in a diverse classroom;
- examined aspects of culture that are less obvious, such as gang cultures, gender differences, and differences in religious beliefs;
- developed an understanding of the concept of multicultural education as an “ongoing process”.

SPECIFIC OBJECTIVES:


2. Become familiar with various subgroups of multiculturalism through research and classroom discussions utilizing the textbook and specific, assigned research projects. NCTE #2.6

3. Identify myths surrounding various cultures.

4. Become familiar with various ethnic foods by participating in a Multicultural Food Fair.

5. Become familiar with how to select textbooks, with religious issues, and with ethnic dialects through classroom presentations and discussions. NCTE #2.6

6. Interact (aurally and orally) with individuals from other ethnic backgrounds through guest lecturers and questions and answer sessions.

7. Become familiar with selected legal cases regarding multicultural issues.

8. Develop a comprehensive plan for restructuring personal teaching climates that are acclimated to multicultural education. INTASC PRINCIPLES: #3, #5, #7, NMSA # 7
SPECIFIC TOPICS TO BE COVERED:
Stereotyping (Gender, Disabilities, Ethnicity)
Teaching Strategies/Activities/Literature
Tracking/Retention/Tests
Bilingual Education
Religious Issues
Evaluating the Curriculum
Classroom Management (Cultures) Sensitivity/Non Verbal Behaviors
Dialects
Engaging Parents/Guardians/Custodians

INTASC PRINCIPLES: #2, #3, #4, #5, #6 AND #7
CEC STANDARDS: #2 AND #3

Course Expectations: Class members will:
- be active participants in classroom activities, group discussions and experiential learning activities;
- prepare in writing and present orally to a group a report on some aspect of multicultural education as approved by the instructor;
- read and write a report on selected articles in text, then share what you learned of value from the article with your weekly discussion group;
- keep a resource notebook containing handouts, activities and reflective comments;
- compile an annotated list of multicultural books and other materials that may be used to supplement curriculum;
- research and prepare a group report and presentation on a major ethnic cultural group;
- participate in a field experience related to multicultural education and write a reflective report explaining how you can use this field experience in your teaching.

Course Evaluation: Grades will be assigned on the following basis:
- 25% attendance and participation
- 25% individual class reports
- 25% group reports
- 25% examination/reflections on learning

Grading Scale
- A 93 - 100%
- B 85 - 92%
- C 75 - 84%
- D 69 - 74%

Note: Credit is not given if a student misses more than 20% or more than one of the class meetings.

Explanation of Course Assignments:

Discussion Groups: Each person will participate in a discussion group by choosing an article to read and will prepare and lead a 5-7 minute discussion of the article each class meeting with their group. Written reports of articles are to be turned in to the instructor using designated form.

Group Project: Each group will research and present to the class an “interactive” report on a major cultural group (Asian American, Native American, African American, or Hispanic American). Groups would consider all aspects of a culture. Include teaching our class by role play and handouts that show how students from this culture could have learning styles or beliefs related to cultural heritage that might influence their learning or behavior. Show us ways we can improve our approaches to teaching students from this culture. Immerse us in the music, art, food, and important events or holidays. A single written report from your group should be turned in to the instructor as part of your group’s presentation. A 2-page handout explaining important learning aspects of the culture should be given to the rest of the class members. Presentations will be scheduled for the Thursday and Saturday classes.
**Individual Reports on Other Cultural Groups:** Each class member will choose, research, and write a report on a different cultural aspect such as: Gender, Ethnicity, Religion, Handicapped, Gifted, Religion, Socioeconomic Level, Gangs, or other important cultural aspect. A copy of the typewritten report will be turned in to the instructor. In addition, in your project group, you will orally present your report and lead a group discussion.

Ideally, reports would summarize the research on your chosen topic, but might also be useful information if it relates to your group’s culture project. (For example: If your project focus is Native Americans and you report on religion, you could possibly focus on how Native American’s religion influences their cultural behavior.) Individual reports on culture do NOT have to be related to your group’s project, but they may be related if you choose to do so.

**Field Trip:** Each class member will participate in a multicultural field trip on Friday night and write a 2-3 page typewritten description and a reflection of your experience which will be due on the Tuesday class. Include the culture of the food you chose and its origin. Explain how this experience will impact your multicultural education? Examples: “Will you plan a field trip or food fair for students? Will your experience be something you can share with your classes? How does it relate to multiculturalism?”

**Notebooks:** Each group will compile handouts and make copies for the whole class relating to their group’s particular major culture. These and other ideas, class notes and handouts should be used as a part of a resource notebook for your future teaching. Please share with others any literature or other multicultural resources that you have found to be valuable. Limit your group project handouts to 1-2 pages per class member.

**Final Reflection on Learning:** A personal essay reflecting on what you learned of particular value in this class will be due on the last day. Did you learn anything that will cause you to look at multicultural education differently? Will you change any of your teaching methods, content or classroom environment to support diverse groups? (Two pages, typewritten, double-spaced)

**Note:** Being present, on time, and actively participating in group work and presentations are a major part of your grade!! Tests, if any, will be essay and open-ended.

**Class Schedule:**

Classes will be scheduled on: Monday, Wednesday Friday the first week and Tuesday Thursday and Saturday the second week. A seventh class will be scheduled. (TBA)

- **May 14**  Notice Cultures and Cultural Characteristics
  Unit 1: Articles 1, 2, 3, & 4

- **May 16**  Negotiate and Evaluate Curriculum and Content
  Unit 2: Articles 6, 7, 8, & 10
  Research and develop group projects

- **May 18**  Field trip
  Field trip reflection

- **May 22**  Spark conversations and climate
  Unit 5  Articles 21, 22, 23, & 24
  Field trip reflection due
  Research and develop group projects

- **May 24**  Strengthen and Weave together Complexities and Controversies and Waken Compassion and commitment.
  Unit 6 & 7 Articles 26, 29, 30, & 32
  (First two Group project presentations) (Individual reports due)
May 26  Nature and Welcome Challenges and Changes. “How in the world am I s’posed to do this multicultural thing?”
Unit 8 Articles 33, 34, 35, & 36.
(Second two Group project presentations) (Individual reports due)
Final reflection due
TBA

GROUPS: Organization, structure, and tasks to do...

Discussion Groups... *Diverse* groups for discussion of article reports

Choose:
- **leader** gets group started each week and
- **facilitator** keeps group on task and on time
- **recorder** keeps a record of who will be reporting on which articles
- **reporter** turns in absences and article reports after each group meeting
- **timekeeper** reminds group and/or group members reporting of time constraints
- **all members** contribute to group discussion and be open to different perspectives

Project Groups for Ethnic Cultures... Plan, develop and present orally and in writing according to guidelines.

Choose:
- **a leader** gets group started each week and makes tentative plans for each group meeting in advance with help of members.
- **a facilitator** keeps group on task and on time.
- **a recorder** takes notes of group progress and actions taken.
- **a reporter** turns in absences and individual culture reports at last class with project
- **a timekeeper** reminds group and/or group members reporting of time constraints
- **all members** contribute to group discussion and be open to different perspectives

**NOTE:** If an absence from either group meeting is unavoidable, members will need to negotiate with their group as to how they can make up their part of that night’s group work.

*Article Reporters: Please turn in articles for group together in a folder after the discussion groups meet each class.

**Project Reporters: Please keep individual culture reports and turn them in last class with the Ethnic Culture Project.

EXPECTATIONS FOR INDIVIDUAL REPORTS

**Written Report on a Culture:** (10 points possible)
- 1st paragraph explains why your topic is considered a cultural group and whether this cultural group has any specific importance to your ethnic group’s project.
- Body of paper reflects a current review of the literature, status of this cultural group.
- (What are we doing? What do we know? What are implication for teaching and learning?)
- Conclusion of paper—your reflection on what you found. (What did your research made you think, feel, and believe?)
- Report is typewritten and no longer than 3 pages few or no errors

**Written Reports on Articles Assigned** (3 points possible for each report)
5 reports due...one report per class meeting (one of the reports will be done during class)
Completed as stated on form (Can be handwritten, typed if possible)

EXPECTATIONS FOR RELECTIONS

Written Reflections on Learning (25 points possible)
- Reflection on Field Trip* 10 points possible (see description for expectations)
- Assigned Reflections During Class 5 points possible (Keep these until requested)
- Final Reflection on Learning 10 points possible (see description in syllabus for expectations)

EXPECTATIONS FOR ATTENDANCE IN CLASS & IN GROUPS

Attendance and Participation in Groups
- 4 points for each class attended
- 1 extra point if no absences in class or in discussion or project groups
- No credit for course may be given if more than 20% (7.5 hours of class is missed) Each class meeting counts for 5 ½ hours.

University Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures manual and in the student handbook, The Red Book.

ADA Statement
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228.702.1802. Mr. Bracey is located in the Administration Building of William Carey University – Tradition Campus.

Disaster Plan Statement
In the event of closure or cancellations due to natural disaster of other emergency causes, General information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the University’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency message service. Sign up instructions can be found under current students on the WCU homepage.
TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.
2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.
3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button.
Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

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