I. Course Description:

This course will examine issues and perspectives concerning education in a culturally diverse society. The experiences and concepts associated with cultural pluralism, including ethnicity and race, socioeconomic status, gender, language, religion, and exceptionality will be studied relative to educational experiences in classroom or related professional settings. Recent developments affecting the education of minority children and youth, innovations in program development, and equality of educational opportunity will also be addressed in this course.

II. Rationale:

This course is part of the foundational components of all College of Education professional degrees at the Masters level. The course aims to prepare educational professionals to work in the culturally diverse society of the United States.

III. State Adopted Proficiencies for Administrators:

The state-adopted proficiencies covered in this course include the following:

1. Learner-Centered Climate. The administrator establishes a climate of mutual trust and respect which enables all members of the learning community to seek and attain excellence.

2. Learner-Centered Curriculum and Instruction. The administrator facilitates the presentation of sound curriculum and appropriate instructional strategies designed to promote optimal learning.

3. Equity in Excellence for all Learners. The administrator promotes equity in excellence in all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.
IIIA State Adopted Proficiencies for Teachers.

The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

2. Equity in Excellence for all Learners. The teacher responds appropriately to diverse groups of learners.

IV. TExES COMPETENCIES

DOMAIN I-DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote student learning.

Competency 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN II-CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

Competency 005 The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

DOMAIN III-IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

DOMAIN IV-FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 011 The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
SCHOOL COUNSELOR STANDARDS

Domain I Understanding Students

Learner Centered Equity and Excellence for all Learners: The professional counselor promotes academic success for all learners by acknowledging, respecting and responding to diversity while building on similarities that bond all people.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

The beginning school counselor:

- Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- Knows and applies strategies for positive, effective communication with students and their families.
- Understands student differences (e.g. in relation to culture, economics, gender, ethnicity, and learning style), and knows how to provide a developmental guidance and counseling program that meets the needs of all students.
- Understanding characteristics and needs of all students who are members of special populations (e.g. gifted and talented, homeless, migrant, special education).
- Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- Advocates for a school environment in which diversity is acknowledged and respected.

TEâ€ŒS COMPETENCIES FOR PRINCIPALS

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:
- Communicate effectively with families and other community members in varied educational contexts.
- Apply skills for building consensus and managing conflict
• Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

COMPETENCY 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:
• Apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
• Serve as an advocate for all children
• Promote the continuous and appropriate development of alls students.
• Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

COMPETENCY 006 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how:
• Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.

V. Course Objectives/Learning Outcomes

The learners will be able to:

Define vocabulary pertinent to cultural diversity, cultural, and multicultural concepts,

Explain how cultural values impact education;

Discuss the process of becoming multicultural;

Discuss the historical and legal development of multicultural education;

Define and explain the causes of prejudice, discrimination, and racism, and how it might be changed;

Explain how cultural values impact learning styles and learning;

Analyze the deep culture and surface culture elements of a particular cultural group;

Explain teaching strategies that have been found effective for ethnically and linguistically diverse populations;

Explain how teacher expectation impact student achievement;
Evaluate educational materials for cultural sensitivity;
Evaluate school curriculum for cultural sensitivity;
Explain how student lessons can be made more multicultural;
Describe successful educational programs that meet the needs of diverse populations;
Discuss the different levels of a multicultural curriculum.
Discuss program requirements for bilingual education programs, migrant programs, gifted and talented programs, and inclusion.
Examine children’s multicultural literature.

VI. Course Topics:
The following topics will be covered in this course: The processes of enculturation, assimilation, acculturation, cultural diversity, cultural pluralism, racism, prejudice, discrimination, multiculturalism, multicultural curriculum development, cultural sensitivity, teacher expectations and student achievement, surface culture, deep culture, culture and learning, bilingual education, learning styles, inclusion, exceptionality, special populations, compensatory education, and integrated instruction.

VII. Instructional Methods and Activities:
Methods and activities for instruction for this course will include:

A. Traditional Experiences (lecture/discussion, demonstrations, and audio visuals).

B. Clinical Experiences (group work, process, cooperative learning, student presentations, role-play, simulation, and journaling).

VIII. Evaluation and Grade Assignment:

| 2 Major Exams (Mid-Term and Final) | 200 pts. |
| 12 Quizzes on Textbook Chapters | 120 pts. |
| Group Presentation (Oral/Written) | 70 pts. |
| Chapter Presentation (CPCG) | 40 pts. |
| Multicultural Literature | 10 pts. |
| Journal | 30 pts. |
| Attendance/Participation | 30 pts. (-10 pts. abs.) |

500 pts.
450-500 pts. =A; 400-449 pts. =B; 350-399=C; 300-349=D; below 300=F
IX. Course Schedule and Policies

All work turned in for grading must be typed except daily journal.

Quizzes, which are missed, may not be made up. Mid-term and final can be made up for an extreme emergency, but the highest grade on a make-up would be 80%. The professor must be notified prior to the beginning of the class period so that the student may obtain permission to take a make-up for the allowable reason.

Class participation is very important. Absences will automatically deduct 10 points from the attendance and participation grade. Any late work is automatically penalized 20%. Unjustified absences will definitely affect your grade.

Student’s class work/products that involve plagiarism will be grounds for dismissal from the course. Please turn off cell phones. Computers are not permitted during class. Avoid texting during class; the professor considers it very disrespectful.

Course Calendar

Jan. 11 Course expectations, Texas Education Agency-Equity and Excellence, AEIS Cultural Identity, Read Book Preface (ASCD)

Jan. 18 Cultural Identity, Culture and Society, Family Values and Culture; Read Chapter 1 Pages 1-16 (ASCD)

Jan. 25 Quiz on Chapter 1 Preface; Education and Family values, cultural values, terms and Concepts, Read Chapter 1 Pages 16 (1.6)-40 (ASCD);

Feb. 01 Quiz on Chapter 1 Pages 1-16; Deep Culture and Surface Culture, Group for presentations; Read Chapter 2 Pages 41-70 (ASCD); Chapter 1 (CPCG) Presentation

Feb. 15 Quiz on Chapter 1 Pages 16-40; Read Chapter 2 Pages 71-97 (ASCD) Chapter 2 (CPCG) Presentation

Feb. 22 Quiz on Chapter 2 Pages 41-70; Read Chapter 3 Pages 98-122 (ASCD)-Historical Development of Equity Education; Chapter 3 (CPCG) Presentation

Feb. 29 Quiz on Chapter 2 Pages 71-97; Read Chapter 4 Pages 123-149 (ASCD) Chapter 4 (CPCG) Presentation; Racism, Prejudice, Discrimination; Review for Mid-Term Exam; Multicultural Curriculum

Mar. 07 Mid-Term Exam Read Chapter 5 pages 150-171 (ASCD)

Mar 14 Spring Break
Mar. 21  Quiz on Chapter 3 Pages 98-122; Chapter 5 (CPCG) Presentation; Brain Compatible Learning, Learning Styles, Read Chapter 6 Pages 172-191 (ASCD),

Mar. 28  Quiz on Chapter 4 Pages 123-149; Chapter 6 (CPCG) Presentation; Language, Bilingualism, Bilingual Ed.; Read Chapter 7 Pages 192-218 (ASCD)

April 04 Quiz on Chapter 5 Pages 150-171; Chapter 7 (CPCG) Presentation Language, Bilingualism, Bilingual Ed., Dual language programs; Read Chapter 8 Pages 219-240.

April 11 Quiz on Chapter 6 pages 172-191; Group Cultural Presentation # 1- 5, Federal Programs, Students at Risk, Teacher Expectations; Read Chapter 8 Pages 241-271 (ASCD)

April 18 Quiz on Chapter 7 Pages 192-218; Group Cultural Presentation #6-10; Teacher Expectations; Multicultural Literature due next week-One Page Summary and 3 Minute Presentation. (What does this book teach about culture and pluralism?)

April 25 Quiz on Chapter 8 Pages 219-240; Cultural Presentation #10-15; Multicultural Literature presentation (5 Min. each); Review for Final

May 02 Quiz on Chapter 8 Pages 241-271; Reading Day

May 09 Final Examination Due; Journal Due

X.  TEXTS:


XI. Bibliography


RUBRIC FOR CHAPTER PRESENTATION

1. Chapter Major Concepts Presented Adequately (15 pts) __________

2. Visuals used in presentation (3 pts) __________

3. Kept to 30-35 minute time limit for presentation (5 pts) __________

4. Voice Projection, Enthusiasm (2 pts.) __________

5. Presentation appeared to be well organized and planned (15 pts.) __________

Total points __________
EDFN 5302 CULTURAL PRESENTATION RUBRIC

1. APPEARED ORGANIZED/READY TO PRESENT

2. HAD HANDOUTS

3. PRESENTATION BOARD /POWER POINT ATTRACTIVE

4. LIMITED USE OF NOTES

5. KEPT TO THE TOPIC

6. PRESENTED INFORMATION IN AN INTERESTING MANNER

7. INDIVIDUAL PRESENTATION

8. OVERALL PRESENTATION

TOTAL

(10 Pts. MAX ON EACH CATEGORY)

RUBRIC FOR JOURNAL GRADE

1. Seven understandings/concepts/ideas learned listed for each day of class held. (10 pts.)
2. Family Tree Included (2 Generations at least)(5 pts.)
3. Reflection on understanding/concepts/ideas learned for each day of class. (10 pts.)
4. Overall organization and appearance (5 pts.)

Total points (30pts.)
Competencies for Chapter Quizzes
Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Learners-2nd Ed.

Preface

1. List 3 specific changes in demographics that are affecting U.S. schools.
2. Explain the findings of the Education Trust 2006 report.
3. Explain the concept of “pedagogy of poverty.”
4. Discuss briefly the research of Dougherty and Barth, 1997.
5. List the most important fact that has been learned as a result of the school reform movement.
6. Explain the concept of a “pedagogy of plenty.”
7. List 6 strategies found in a “pedagogy of plenty.”

Chapter 1 Pages 1-16

1. Explain three findings related to student expectations.
2. Explain the findings of the research of Knapp and Shields, 1990.
4. Explain the research findings on disciplinary practices for minority children.
5. Explain how testing can have a negative impact on minority children.
6. Explain how students that do not know English should be taught in the early grades.
7. Explain three social configurations or settings for students to work.
8. Give an example of a reality based learning approach.
9. Discuss an example of interdisciplinary teaching.
10. List and briefly explain the 5 major factors in the Dunn and Dunn model of learning style.

Chapter 1 Pages 16-40

1. List 5 of the 7 starting points by which teachers can create a classroom “language of cognition.”
2. List the four techniques that Burroughs found that guide the learning process.
3. Explain the concept of a multicultural teaching approach.
4. List 3 examples of alternative methods of assessment.
5. List 3 techniques recommended by advocates of accelerated learning.
6. List 5 main focal points for implementing brain compatible instruction.

Chapter 2 Pages 41-70

1. List three facts related to graduation rates among minorities.
2. Explain three findings related to Closing the Achievement Gap.
3. List 6 of Zeichner’s approaches for teaching diverse populations.
4. List 7 strategies for meeting the needs of culturally diverse students.
Chapter 2 Pages 71-97

1. Explain the Thomas and Collier research on the best programs for bilingual students.
2. List and briefly explain 7 strategies for teaching linguistically diverse students.

Chapter 3 Pages 98-122

1. Briefly describe the current state of reading instruction. Give three findings or facts.
2. Explain how NCLB has helped or hindered reading.
3. List three strategies that hinder reading progress.
4. Explain how reading aloud helps students.
5. Explain what is meant by a “literacy rich environment”
6. List and briefly explain five of the assisted reading methods.
7. Select 2 strategies from 3.6 to 3.12 and give an example of how to implement each.

Chapter 4 Pages 123-149

1. Explain what Sztajn found in his research regarding teaching math.
2. List and briefly explain 6 strategies for improving the teaching of math.

Chapter 5 Pages 150-171

1. Explain the current state of writing according to the NAEP results.
2. Explain how reading and writing are alike and different.
3. List and briefly explain 6 strategies for improving writing in the schools.

Chapter 6 Pages 172-191

1. Explain how to enhance students’ achievement in social studies.
2. List three issues related to classroom climate that can enhance social studies instruction.
3. Explain how visual tools can be used in social studies.
4. Choose two strategies from 6.2-6.4 and give an example of how it can be used to improve social studies instruction.

Chapter 7 Pages 192-218

1. List five of the science standards issued by the National Research Council and the National Science Teachers Association.
2. Explain what “scientific literacy” means.
3. Explain three new emphasis in science curriculum.
4. Explain three new emphasis in science instruction.
5. Explain three new emphasis in science assessment.
6. List five recommendations for increasing students’ proficiency in science.
Chaper 8 Pages 219-240.
2. Discuss three of immigrant’s personal and social challenges.
3. List five characteristics of schools that are responsive to immigrants.
4. Explain what teachers need to be prepared to deal with in a classroom today.
5. Discuss two of the challenges that students with limited schooling face.
6. Explain how literacy learners need to be provided different instruction from ELL’s.
7. Explain how integrated instruction or themes helps immigrant students.

Chapter 8 Pages 241-271
1. Discuss three behaviors that promote equity, comprehension, and active participation.
2. List four benefits of cooperative learning.
3. List two ways to activate students’ prior knowledge.
4. List two types of conceptual frameworks that can be used to develop new knowledge.
5. Explain reciprocal teaching.
6. Explain how to you can guide students to review and reexamine the content or major ideas.
7. Explain two ways to create a sense of community in the classroom.
8. Explain two ways to facilitate students’ participation in college and career planning.