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.
III-A 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.
TEExES 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 Journal/Reflections on ASCD Textbook Chapters  120 pts.
- Group Culture Presentation (Oral/Written)/Posts  100 pts. (80 pts. present.4 posts x 5 pts.)
- Chapter Presentation from CCPG book  50 pts.
- Online Activities/Posts  100 pts.
- Multicultural Literature  10 pts.
- Consistent Participation  30 pts.

Total: 600 pts.

540-600 pts. = A; 480-539 pts. = B; 420-479 = C; 360-419 = D; below 360 = 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

Unit 1 Aug. 26-Sept 2
Course expectations, Texas Education Agency-Equity and Excellence, AEIS Cultural Identity, Culture and Society, Family Values and Culture; Read Book Preface (ASCD) and Chapter 1 pages 1-16 (ASCD) and answer the study questions at the end of the syllabus on the chapters write a reflection and post in the journal section of BB9

Unit 2 Sept 2-Sept 9
Family values, cultural values, terms and Concepts, Deep Culture and Surface Culture,
Group for cultural presentations; Finish reading Chapter 1 Pages 16 (1.6)-40 (ASCD); Answer the study questions at the end of the syllabus and write a reflection and post in the journal section of BB9.

**Unit 3 Sept. 9-Sept. 16**
Read Chapter 2 Pages 41-70 (ASCD) and the study questions at the end of the syllabus, write a reflection, and post in the journal section; Chapter 1 (CPCG) Presentation, post by Sept. 15. Listen to the presentation and post on the discussion board two comments about the presentation.

**Unit 4 Sept. 16 to Sept. 23**
Read Chapter 2 Pages 41-70 (ASCD) and answer the study questions at the end of the syllabus, write a reflection and post in the journal. Chapter 2 Presentation (CPCG), post by Sept. 23. Listen to the presentation and post 10 ideas/concepts that you learned in your journal.

Unit 5 Sept. 23- Sept. 30
Read Chapter 3 Pages 98-122 (ASCD) and answer the study questions at the end of the syllabus, write a short reflection on the chapter, and post in the journal. Listen to the presentation on Historical Development of Equity Education on WebEX by Dr. Lucido; Chapter 3 (CPCG) Presentation, post by Sept. 30. Listen to the presentation and list 10 things you learned on the GIST form provided.

**Unit 6 Sept. 30-Oct. 7**
Read Chapter 4 Pages 123-149 (ASCD) and answer the study questions at the end of the syllabus. Chapter 4 (CPCG) Presentation, post by October 7th. Racism, Prejudice, Discrimination, do the activities posted and then write a one page reflection paper on your comments about the topic; Review for Mid-Term Exam, listen to review posted on WebEX; Multicultural Curriculum

**Oct. 14 Mid-Term Exam-October 14th**

**Unit 7 October 14-October 21**
Read Chapter 5 pages 150-171 (ASCD) and post your answers, and a short reflection in the journal section of BB9.
Chapter 4 (CPCG) Presentation, post by October 14th.

**Unit 8 October 14-21**
Read Chapter 6 Pages 172-191 (ASCD) post your answers to the questions at the end of the syllabus, write a short reflection on the chapter, and post in the journal section.
Chapter 5 (CPCG) Presentation, post by October 21st.
Brain Compatible Learning, Learning Styles,

**Unit 9 October 21-28**
Read Chapter 7 Pages 192-218 (ASCD) post your answers to the questions at the end of the syllabus, write a short reflection on the chapter, and post in the journal section.

Chapter 6 (CPCG) Presentation
Language, Bilingualism, Bilingual Ed., Dual language programs;

Unit 10  October 28-Nov. 4
Read Chapter 8 Pages 219-240 post your answers to the questions at the end of the syllabus, write a short reflection on the chapter, and post in the journal section.  
Go to  ell@tamucc.edu and read the power point on the English Language Proficiency Standards in Texas; Look at the Best Practices Document on the Website.  Skim the document and select 4 best practices that you feel would be applicable for your classroom and post on the discussion section of BB9. 
Chapter 7 (CPCG) Presentation

Unit 11  Nov. 4-Nov. 11
Read Chapter 8 Pages 241-271 (ASCD) post your answers to the questions at the end of the syllabus, write a short reflection on the chapter, and post in the journal section.

Group Cultural Presentation # 1- 5 post your presentation on BB9 and make comments on two of the other cultural presentations presented, Federal Programs, Students at Risk, Teacher Expectations;

Unit 12  Nov. 11-Nov. 18
Group Cultural Presentation #6-10 post your presentation on BB9 and make comments on two of the other cultural presentations presented, Teacher Expectations;
Multicultural Literature due next week-One Page Summary and a short summary of the book on the discussion section of BB9. (What does this book teach about culture, family influences, and pluralism?)

Unit 13  Nov. 18-25
Cultural Presentation #10-15; post your presentation on BB9 and make comments on two of the other cultural presentations presented,
Post by Nov. 23  Multicultural Literature presentation (5 Min. each); Review for Final

Unit 14 Nov. 25-Dec. 2
Review for Final posted on WebEX.

Dec. 9  Final Examination Due; All Journal entries Due

X.  TEXTS:


XI. Bibliography


RUBRIC FOR CHAPTER PRESENTATION

1. Chapter Major Concepts Presented Adequately (20 pts) __________
2. Visuals used in presentation (5 pts) __________
3. Kept to 30-35 minute time limit for presentation (10 pts) __________
4. Voice Projection, Enthusiasm (5 pts) __________
5. Presentation appeared to be well organized and planned (10 pts) __________
   Total points __________

NAME: ____________________ DATE: ____________________

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. All questions answered for each chapter (5 pts.) ___________
3. Reflection on understanding/concepts/ideas learned for each chapter covered. (5 pts.) ___________

Total points ___________(10 pts.)

Competencies for Chapter Readings
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.

Chapter 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.