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.

TExES 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 all 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.
11 Journal/Reflections on Using Equity Audit Textbook Chapters 110 pts.
Chapter Presentation from CCPG book 60 pts.
Online Activities/Posts 100 pts.
Cultural Presentation 100 pts.
Consistent Participation 30 pts. 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.

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 test period so that the student may obtain permission to take a make-up for the allowable reason.

Course participation is very important. Any late work is automatically penalized 20%. The reading assignments are expected to be turned in during the designated time period shown on the syllabus.

Student’s class work/products that involve plagiarism will be grounds for dismissal from the course. Derogatory comments posted on BB9 will not be tolerated and may lead to dismissal from the course.

Course Calendar

Week 1-Jan 20-Jan. 26 Class Meeting on Campus
1. Course expectations, Unit I Cultural Identity, Culture and Society, Family Values and Culture;
2. Read Preface and Chapter 1 pages 1-16 (ASCD) from attached document and answer the study questions at the end of the syllabus and write a two to three paragraph reflection on the Preface and Chapter pages 1-16 and post in the correct journal section tab of BB9 for the Preface and Chapter 1 pages 1-16 taken from Educating Everybody’s Children.
3. Fill out the Information Sheet included in week 1 assignment and submit by January 22.
4. Take the syllabus quiz by Jan. 25th.
5. Fill out the The Interview Form, please post on discussion Forum.

Week 2-Jan 27-Feb. 2
1. Family values, cultural values, terms and Concepts, Deep Culture and Surface Culture,
2. **Group for cultural presentations; Finish reading Chapter 1 Pages 16 (1.6)-40; Answer the study questions at the end of the syllabus and write a two to three paragraph reflection and post in the appropriate section of the journal on BB9.**

3. **Go to the website.** View the power point by Dr. Cline from the Hobby Center at Rice University, and write a one page reflection on what these demographics may mean to you as an educator. What implications for equity education are there in the content of the presentation? Post on the discussion forum under the Dr. Cline 5 statements regarding how the information in this presentation will affect schools and school districts.

4. Look at the table of contents of your book, Closing the Poverty and Culture Gap. Select a chapter that you would like to report on with a partner or partners. Please submit to me by JAN 29TH the chapter that you would like to present on and I will pair you with one of the other students. You can communicate with each other and develop a NARRATED power point presentation on the chapter to share with the class. See the end of syllabus for the rubric for the chapter RUBRIC FOR CHAPTER PRESENTATION.doc

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**Week 3 – Feb. 3-Feb. 9**

1. Read Chapter 2 Pages 41-70 (ASCD) and the study questions at the end of the syllabus, write a two to three paragraph reflection, and post in the correct journal section.

2. Prepare for the Chapter Presentation from the textbook, Closing the Poverty and Culture, please select one of the chapters to develop your narrated power point presentation at this website: https://docs.google.com/document/d/1ILUrthMzXTrf76eOEsp4nKW2yjbgPz8TOANfujS7KOI/edit?usp=sharing; please submit to me for approval, the name of the chapter you will select, and then you will post the presentation on the discussion forum by the due date stated in the syllabus. You will work in pairs on this project. You go to the link provided above to sign up for the chapter if you have not done so yet.

3. View the powerpoint from the Education Trust. Go website https://edtrust.org/ provided, click on resources, and then click on presentations. When you get to the presentation site, scroll down to the presentation on Achievement and Opportunity in America given by Kati Kaycock, the president of the Education Trust, in Dallas ISD. Write a one page reflection regarding what you learned about the achievement and poverty from the presentation and post on the discussion section of bb9. Comment on two other colleagues' comments.

4. View IRIS module at http://iris.peabody.vanderbilt.edu. Click on the diversity tap on the right side of the page. Look at the activities and the assessment associated with the module on Diversity entitled -Classroom Diversity-An Introduction to Student Differences, submit completed activities and the assessment at the end of module. Submit to me through Bb messages.

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**Week 4-Feb. 10-Feb. 16**
1. Read the Introduction and Chapter 2 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, Answer the two questions on p. 16, and write a two to three paragraph short reflection on the chapters at the end of the work, and post in the journal on the appropriate tab.

2. Listen to the Culture Presentation by Dr. Lucido and post 10 concepts you learned from the presentation in the journal section, write a short reflection on your thoughts on culture and the presentation.

3. View IRIS module at http://iris.peabody.vanderbilt.edu. Click on the diversity tap on the right side of the page. Look at the activities and the assessment associated with the module on Diversity entitled Classroom Diversity-An Introduction to Student Differences, submit complete the activities and the assessment at the end of module. Submit to me through Bb messages.

**Week 5-Feb. 17-Feb. 23**

1. Read Chapter 3 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapter, answer the 3 questions on page 27 and write a short reflection on the chapter at the end of the work, and post in the journal

2. Listen to the presentation on Historical Development of Equity Education on WebEX by Dr. Lucido; Listen to the presentation and list 10 things you learned on the GIST form provided with a short reflection and submit to Dr. Lucido via bb9.

3. Attach by Feb. 23, the power point for Chapter 1 Presentation on Culture and Poverty from Closing the Poverty and Culture Gap book. Those that are not in the Chapter 1 group. Fill out the GIST form with complete concepts that you learned from the presentationGIST(1).pdf Submit on the appropriate journal tab.

4. View IRIS module at http://iris.peabody.vanderbilt.edu. Look at the activities and the assessment associated with the module on Diversity entitled Cultural and Linguistic Differences-Teachers Should Know, submit completed activities from the different sections of the module and the assessment at the end of module. Submit to Dr. Lucido through Bb messages.

5. You will be informed of a review for the mid-term on WebEX. You will be able to go to WebEX and the review will be posted there.
Week 6 Feb. 24-Mar 2

1. Read Chapter 4 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question # 2 on page 40, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. View the narrated power point from Chapter 2 Motivation from Within in the Closing the Poverty and Cultural Gap and post on your GIST form on the appropriate journal tab.

Week 7- Mar. 3-11

1. Read Chapter 5 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question # 1, 2, & 3, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. Do the activity on the Value Check List and post your thoughts on the activity on the Blog tab. Post what you were feeling while doing the check list activity and what you learned by doing this activity and what did you learn from the activity.

3. Do the activity on experiences of prejudice and/or racism in your life and post on the discussion forum. Read and comment on two of your classmates’ postings.

4. Read the attached scale and definitions of Prejudice and discrimination and the statement on Unlearning Racism. Write a blog comment on the Unlearning Racism statement.

5. View the power point on Chapter 3 Resiliency in The Closing the Poverty and Cultural Gap Book and post your GIST form in the journal tab.

6. Review for Mid-Term Exam, listen to review posted on WebEX for March 7th;

Week 8- Mar 23

Mid-Term Exam-Exam will be posted at 7:00 p.m. and you are to do the exam and return to Dr. Lucido by at 10:00 P.M.
Week 9- Mar. 24-Mar. 30

1. Read Chapter 6 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question # 1, and 2 on page 55, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. View and listen to Dr. Lucido’s narrated power point on the development of a multicultural curriculum and write 10 concepts that you learned from the power point and a two or three paragraph reflection on what this means to you as a teacher or future administrator and post on the journal tab.

3. View the power point on Chapter 4 Teaching Declarative Knowledge in The Closing the Poverty and Cultural Gap Book and post your GIST form in the journal tab.

4. View the YouTube video on the Learning Brain and list 10 concepts that you learned that will help you in your teaching

5. View the YouTube video on Brain Based Teaching Fact 1, Fact 3, Fact 4, and Fact 5 and list 10 ideas that you learned and how those ideas will impact your teaching.

Week 10-Mar.31-April 6

1. Read Chapter 7 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question # 1, and 2 on page 66, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. View the power point presentation on Chapter 5 Teaching Declarative Knowledge (CPCG) Presentation, and post your GIST form on the journal tab;

3. View the two documents on characteristics of two learning styles: Field Sensitive vs. Field Independent and the Dunn and Dunn Model. Write a short 1 page reflection on how you think this adds to your understanding of diverse students. Post on the journal tab.

Week 11-April 7-April 13

1. Read Chapter 8 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question # 3 on page 79, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. View the power point presentation on Chapter 5 Teaching Declarative Knowledge (CPCG) Presentation, and post your GIST form on the journal tab;
3. Listen to the power point by Dr. Lucido on Second Language Acquisition and post the 10 most significant concepts that you heard that will help you in teaching English learners. Post in the journal section on the appropriate tab.

4. Go to the ell.tamucc.edu website and on the left side of the website scroll down to teacher resources and click on the sheltered instruction power point. View the power point and list 10 concepts that you learned and post on your journal.

5. Watch ONE of the three videos (Math, Science, or Social Studies) on this link [http://elltx.org/videos.html](http://elltx.org/videos.html). Write a one page summary of what you learned about the ELPS and return to me. This assignment will be worth up to 10 points added to your participation grade.

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**Week 12-April 14-April 20**

1. Read Chapter 9 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question #1,2, 3 on pages 86-87, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. View the power point presentation on [Chapter 6 The Role of Leadership in a Poverty School (CPCG) Presentation](http://elltx.org/videos.html), and post your GIST form on the journal Tab.

3. Prepare to post your cultural presentation by next week. Your narrated power point presentation will be posted by April 22. The power point should contain 3 elements of surface culture and 2 elements of deep culture, not more than 12 Slides that show the elements of the culture that a teacher or administrator would need to be aware of if a student/family of that culture would come to the school. It can be an ethnic culture, a religion based culture, a societal cultural (gang culture, teen culture, military service culture, etc.), Exceptionalities, or language. You should read and comment on two of your classmates’ presentation in order to earn full credit for the assignment. You will rate your classmates’ presentation using the rubric.

4. Read the document posted on Krashen's Five Hypothesis and comment on the importance of these his theories in the journal section. This assignment is worth 5 points on the participation grade.

5. View the English Language Proficiency Standards Power point and the ELPS Descriptions noted in the assignment section. Write a two page summary of the ELPS and in your journal section. This assignment will count on your participation grade. 10 points.
**Week 13-April 21-April 27**

1. Post your cultural presentation in the discussion section by April 22. You should read and comment on two of your classmates’ presentation in order to earn full credit for your presentation. You will rate your classmates’ presentation using the rubric.

2. Read Chapter 10 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapter, answer question #1,2 on page 100, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

3. View the power point presentation on **Chapter 7 Closing the Achievement Gap (CPCG) Presentation**, and post your GIST form on the journal Tab.

**Week 14-April 28-May 6**

1. Read Chapter 11 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 10 concepts or ideas that you learned from the chapters, answer question #1,2, on page 109, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab.

2. Review for Final Exam. Will be notified by bb on announcement.

3. View the YouTube presentation on Culturally Responsive Teaching and list 10 ideas/concepts you learned that you can apply in your classroom or school. Post in the journal section of bb9 on the appropriate tab.

4. Read the document of the 5 Elements of Cultural Competence and post on your comment on the blog section.

**Week 14- May 9- Final Exam will be posted at 7:00 p.m. and will be due by 11:00 p.m. on bb messages**
3. TEXTS:


4. 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 __________

**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)
ERST 5302 CULTURAL PRESENTATION RUBRIC

1. APPEARED ORGANIZED
   _________

2. POWER POINT NEAT AND ATTRACTIVE
   _________

3. CONTENT CLEARLY PRESENTED
   _________

4. 3 ELEMENTS OF DEEP CULTURE PRESENTED
   _________

5. 3 ELEMENTS OF SURFACE CULTURE PRESENTED
   _________

6. PRESENTED INFORMATION IN AN INTERESTING MANNER
   _________

7. OVERALL PRESENTATION QUALITY
   _________

8. NARRATION QUALITY
   _________

TOTAL _________(80 MAX)

(10 Pts. MAX ON EACH CATEGORY) Will view and comment on two presentations from classmates:

Three comments: Quality of the Presentation was excellent Good, Fair, Poor.
This presentation helped me understand another culture. Good, Fair, Poor
This presenter knew their material. Good, Fair, Poor