Course: Multicultural Education in Secondary Schools  SCED 3317-007  CRN# 12480  Fall 2014
Instructor: Christina Convertino, Ph.D.
Department: Teacher Education
Meeting Place & Time: Education Building: Room 307  Tuesdays: 5:30 PM→8:20 PM
Office Hours: Mondays and Tuesdays: 3:00 PM→5:00 PM
Office: College of Education Building  # 803
Email: cconvertino@utep.edu

Required Text and Readings:


Articles (available on Blackboard):

***Additional articles from newspapers, online periodicals and journals (TBA).

Catalog Description
A survey of cultural education models, instructional methods, and classroom interaction processes in secondary schools that reflect the cultural composition of the United States. For secondary and all-levels students. Prerequisite: Admission to Teacher Education. Field experience required.

Course Description
This course is designed to help prospective teachers gain knowledge and insight on critical issues related to racial, ethnic, gender, cultural and socio-economic diversity so that they will understand the importance of relevant, effective and culturally responsive approaches to teaching and learning at the secondary level. To do this, students will learn about major historical, political, social, economic and cultural factors that influence teaching and learning in a diverse society and global world.

Some of the principal questions guiding this course are:

1. What is meant by the sociopolitical context of multicultural education?

2. What are some of the principal factors that influence the sociopolitical context of multicultural education?

3. How do these factors impact what happens inside of schools, classrooms, communities?

4. What is the relationship between the sociopolitical context of multicultural education and teaching and learning?

5. What must future 21st century educators know and do in order to ensure meaningful and equitable teaching and learning for all students in an increasingly pluralistic society and global world?
Course Objectives
Course participants will increase their ability to:

- understand how educational philosophy and policy influence teaching and learning
- appreciate the contributions of research and theory to understanding issues of diversity
- understand how various dimensions of diversity impact on society as a whole and on public education in particular.
- develop appropriate strategies to meet the social and academic development of diverse students
- identify relevant resources and develop culturally responsive teaching and learning environments for all students
- understand and use technology to facilitate communication, access resources and enhance teaching and learning for all students
- develop professional competency to engage productively with diverse perspectives, experiences, and backgrounds
- develop essential professional skills, i.e. time management, communication (written and spoken), collaboration, self-awareness and self-regulation

In this course, you will be required to:

1. Demonstrate your capacity to listen and consider diverse perspectives and experiences.

2. Demonstrate your ability to critically examine the role of your prior experiences on your thinking about course topics.

3. Demonstrate your motivation to critically consider the impact of your perspectives on your role as a future educator.

4. Demonstrate the willingness to challenge and address your own perspectives that might negatively impact the learning of certain groups of students in your classes (present and future).

5. Demonstrate the knowledge and skill to construct explanations regarding educational topics and issues based on a critically informed research-based understanding and analysis of course topics rather than opinion.

As a teacher in Texas you will also need to become familiar with the Texas Essential Knowledge and Skills (TEKS) for each secondary level course. The TEKS can be found in the Texas Education Agency (TEA) website:  http://www.tea.state.tx.us/index2.aspx?id=6148

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Activities and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I</td>
<td>Course readings, films, and guest speakers</td>
</tr>
<tr>
<td>C2 Understanding of student diversity and how to plan learning experiences and assessments responsive to students’ learning.</td>
<td>Small and large group in-class discussions</td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Mid-Term Project</td>
</tr>
<tr>
<td></td>
<td>Course Notebook</td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
</tr>
<tr>
<td>Domain II</td>
<td>Course readings, films, and guest speakers</td>
</tr>
</tbody>
</table>
### C1 Knowledge of how to establish a classroom climate that fosters learning, equity, and excellence that is safe and productive.

- Small and large group in-class discussions
- Quizzes
- Mid-Term Project
- Course Notebook
- Final Project

### Domain IV

**C1** Understands the importance of family involvement in children’s education and knows how to interact effectively with the families.

**C2** Enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**C3** Understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

- Course readings, films and guest speakers
- Small and large group in-class discussions
- Quizzes
- Mid-Term Project
- Course Notebook
- Final Project

Presentation, classroom discussion, and demonstrated written understanding of state structures as well as ethical and legal requirements for educators.

### REQUIRED ASSIGNMENTS

#### I. Quizzes

**POINT VALUE:** 15%

There will be six quizzes covering essential ideas, concepts and issues from the required readings. Quizzes could consist of a variety of questions including True or False, Multiple Choice and/or a Short Essay.

#### II. Media Watch

**POINT VALUE:** 15%

Consult multiple media sources (radio, journals, t.v., blogs, twitter, newspapers) throughout the semester to identify media coverage/stories related to course topics. Select a single example, complete the media watch inventory (on Blackboard), present example to class, submit inventory to instructor in-class on day of presentation. Presentations must be no more than 5 minutes. It is the student’s responsibility to complete all components of the media watch assignment.

#### III. Course Notebook

**POINT VALUE:** 20%

Keep a course notebook based on course readings, films, speakers, discussions and reflections throughout the entire semester. Notebooks need to be organized, labeled and completed using the following categories: 1) key concepts, 2) key themes/ideas, 3) factors –ee, 4) factors +ee, 5) learning environment, 6) instructional strategies, 7) resources, 8) my questions, and 9) reflections. Notebooks will be collected for evaluation twice during the semester for each individual student. Collection will be random and no advance date will be given (consequently, you should always bring your notebook to class and keep it up-to-date). Please consult additional requirements and expectations for further clarification on general expectations.

#### IV. Mid-term Project

**POINT VALUE:** 15%
An interdisciplinary group assignment involving the development of an inquiry-based project with a social justice focus and the use of technology to be implemented in a secondary class. Guidelines and details will be provided and discussed in class on September 15.

V. Attendance and Participation  
POINT VALUE: 15%
It is essential that you be present and participate actively in all class sessions, activities, and discussions. This involves keeping up with readings and assignments, clearly expressing and supporting your ideas and responding respectfully to the views of others. All absences and tardies must be excused (authorized documentation must be provided, i.e. doctor’s note), and will affect your grade.

VI. Final Project  
POINT VALUE: 20%
Case study of an individual secondary student, involving 10 hours of field experience. Guidelines and details will be provided in class on September 8.

Final grades will be based upon the following scale:
A= 90-100  B= 80-89  C= 70-79  D= 60-69  F= 59 and below

ADDITIONAL REQUIREMENTS & EXPECTATIONS

• Assignment Completion for course notebook, media watch, mid-term and final project assignments will earn a maximum total of 100%, the level of credit given for each depends on the quality of the completed assignment. Quality attributes include: 1) organization, 2) neatness, 3) where applicable correct citation (APA) and innovative uses of technology, 4) appropriate and compelling use of sources, 5) correct spelling and grammar, 6) thoughtful completion of required components, 7) demonstration of learning related to course topics as supported by a) appropriate sources, b) relevant examples, c) self-reflection and d) critical thinking, and 8) timely submission as per scheduled due dates.

• Late submissions of assignments will automatically receive a 20 point deduction. Any submissions received more than three days after scheduled due date will not be accepted. There are no make-up quizzes.

• Promptness is expected; late arrivals disrupt the continuity of the class, and it is often difficult to repeat instructions; repeated tardiness is recorded and points will be deducted from attendance and participation grade.

• Professional conduct in the form of respectful and collaborative participation is an expectation for class discussions, presentations, etc. Relevant deliberations aimed at deepening learning and understanding for all class members on course topics is welcomed. Instances of disruptive and/or disrespectful communication and/or behavior will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

• Communication devices such as cellular phones must be completely shut off and displayed on desk during the class (in case of an outstanding situation which requires you to keep your phone “on” but silent, please consult with instructor prior to class); laptops or tablets are permitted for course related use.

• Academic honesty: Materials submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.
• **Classroom Accommodations:** If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/CASS.

### TENTATIVE COURSE SCHEDULE

Any changes to course schedule will be announced in advance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Class Activities</th>
<th>Required Readings</th>
<th>Scheduled Quizzes &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 2</td>
<td>Discuss: Foundational Concepts and Article 1</td>
<td>Article 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>View and Discuss: <em>Democracy Left Behind</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview: Final Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 9</td>
<td>Discuss: Nieto &amp; Bode (N &amp; B) Ch 1</td>
<td>N &amp; B: Ch 1</td>
<td><em>SCED-Introduction Survey (UTEP Email)</em></td>
</tr>
<tr>
<td></td>
<td>Overview: Mid-term Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 16</td>
<td>Discuss: N &amp; B Ch 2</td>
<td>N &amp; B: Ch 2</td>
<td>***First Day for Media Presentations</td>
</tr>
<tr>
<td>Sep 23</td>
<td>Discuss: N &amp; B Ch 3</td>
<td>N &amp; B: Ch 3</td>
<td><strong>Quiz 1</strong>&lt;br&gt;-Democracy Left Behind&lt;br&gt;-Article 1</td>
</tr>
<tr>
<td></td>
<td>Guest Panel: <strong>Center for Accommodations and Support Services</strong></td>
<td></td>
<td>***First Day to Collect Course Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 30</td>
<td>Discuss: N &amp; B Ch 4</td>
<td>N &amp; B: Ch 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>View and Discuss: <em>Race: Power of an Illusion</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 7</td>
<td>Discuss: N &amp; B Ch 5</td>
<td>N &amp; B: Ch 5</td>
<td><strong>Quiz 2</strong>&lt;br&gt;-Race: Power of an Illusion&lt;br&gt;-N &amp; B: Ch 3 &amp; 4</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Mid-Term Project Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 21</td>
<td>Discuss: N &amp; B Ch 6</td>
<td>N &amp; B: Ch 6</td>
<td>Mid-Term Project Presentations &amp; Papers</td>
</tr>
<tr>
<td>Oct 28</td>
<td>Discuss: N &amp; B Ch 7 and Article 2 View &amp; Discuss: <em>Don’t Erase My History</em></td>
<td>N &amp; B: Ch 7</td>
<td><strong>Quiz 3</strong>&lt;br&gt;-N &amp; B: Ch 5 &amp; 6</td>
</tr>
<tr>
<td>Nov 4</td>
<td>Discuss: N &amp; B Ch 8</td>
<td>N &amp; B: Ch 8</td>
<td></td>
</tr>
<tr>
<td>Nov 11</td>
<td>Discuss N &amp; B: Ch 9</td>
<td>N &amp; B: Ch 9</td>
<td><strong>Quiz 4</strong>&lt;br&gt;-SpeakOUT presentation&lt;br&gt;-Article: 2</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Discuss: N &amp; B Ch 10 and Articles 3 &amp; 4</td>
<td>N &amp; B: Ch 10</td>
<td><strong>Quiz 5</strong>&lt;br&gt;-N &amp; B: Ch 9&lt;br&gt;-A Class Apart</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>---------------------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| Nov 25   | Week 14| View & Discuss: **Precious Knowledge** | Quiz 6  
- N & B: 10  
- Articles: 3 & 4  
- Discuss: Topic TBD |
| Dec 2    | Week 15| Discuss: Topic TBD        | ***Last Day for Media Watch Presentations  
***Last Day to Collect Course Notebooks |
| Dec 8    | Week 16| **FINAL EXAM**            | Final Project Presentations & Papers Due   |
| **7:00-9:45 pm** |        |                           |                                            |