Course Syllabus for SCED 3317  
Multicultural Education in Secondary Schools  
Fall Semester, 2015

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E-mail: cjkazanjian@utep.edu

CREDIT HOURS: 3

Class meets on Tuesdays (CRN# 12289) 17:30-20:20  Education Bldg. 309

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.

Course objectives
- 1) Reflect on the student’s own beliefs, experiences, and values and how these could affect attitudes towards students, their families, and the community, and 2) the organization of instruction in the classroom.
- Understand the school as an institution that belongs to a social, political, economic and cultural context. Learn to see the school in connection to other organizations, institutions, and families in order to provide a pertinent education for their students.
- Realize the contributions of research and theory to understanding issues of diversity.
- Reflect on how class, race, and gender are related to learning at school and outside the school.
- Develop strategies to strengthen school-home relationships through learning 1) to communicate with parents, and 2) how to incorporate the needs and resources (cultural, linguistic, and material) students bring to the classroom.
- Recognize students’ identities and ways of knowing as valid.
- Understand how to develop content area curriculum to help students think critically about inequities based on gender, class and ethnicity.

Course Values
- Respectfully listen and consider diverse perspectives and experience
- Critically consider the impact of your perspectives on your role as a future educator
- Construct explanations regarding educational topics and issues based on an understanding and analysis of course topics
### Domain I, 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 all students’ learning.

<table>
<thead>
<tr>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Demonstrate knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning and assessment.</td>
<td>a. Discussions and in-class activities</td>
</tr>
<tr>
<td>2.2 Understand, accept, and respect students with diverse backgrounds and needs.</td>
<td>b. Tests</td>
</tr>
<tr>
<td>2.3 Use knowledge of diversity in the classroom and the community to enrich all students’ learning experiences.</td>
<td>c. Service Learning Assignments</td>
</tr>
<tr>
<td>2.4 Apply strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.</td>
<td></td>
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<tr>
<td>2.5 Understand the instructional significance of varied student learning needs and preferences.</td>
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</tbody>
</table>

### Domain II, 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.

<table>
<thead>
<tr>
<th>By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty member will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Use knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g. encourages cooperation and sharing among younger students; provides middle level students with opportunities to collaborate with peers; encourages older students’ respect for the community and the people in it).</td>
<td>a. Discussion and in-class activities</td>
</tr>
<tr>
<td>5.2 Design a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.</td>
<td>b. Tests</td>
</tr>
<tr>
<td>5.3 Explain ways in which teacher-student interactions and interactions among students’ impact classroom climate and student learning and development.</td>
<td>c. Educational Autobiography</td>
</tr>
<tr>
<td>5.4 Explain the importance motivation and how to communicate the students on a daily basis enthusiasm for learning</td>
<td>d. Service Learning Assignments</td>
</tr>
<tr>
<td>5.5 Use a variety of means to convey high expectations for all students.</td>
<td></td>
</tr>
<tr>
<td>5.6 Create a safe, nurturing and inclusive classroom environment that addresses students’ emotional needs and respects students’ rights and dignity.</td>
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</tbody>
</table>
**Domain IV, Competency 011**
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

*By the end of course, the student will be able to:*

- 11.1 Apply knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
- 11.2 Explain how to engage families, parents, guardians and other legal caregivers in various aspects of the educational program.
- 11.3 Understand how to interact appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
- 11.4 Identify ways to have effective communication with families on a regular basis (e.g., to share information about students’ progress) and respond to their concerns.

*To evaluate these outcomes, the faculty member will use the following assessment procedures:*

- a. Discussion and in-class activities
- b. Tests

**Domain IV, Competency 012**
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

*By the end of course, the student will be able to:*

- 12.1 Understand the importance of interacting appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- 12.2 Identify how to maintain supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.
- 12.3 Distinguish the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
- 12.4 Understand the value of participating in school activities and contributing to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- 12.5 Use resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
- 12.6 Explain the importance of working productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.

*To evaluate these outcomes, the faculty member will use the following assessment procedures:*

- a. Discussion and in-class activities
- b. Tests
- c. Service Learning Assignments
## Domain IV, Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

### By the end of course, the student will be able to:

13.1 Understand knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

13.2 Use advocacy for students and for the profession in various situations.

Details on the standards for pedagogy and professional responsibilities and content standards are available online: [http://www.sbct.state.tx.us](http://www.sbct.state.tx.us)

### Required Readings
- TExES PPR for EC-6, EC-12, 4-8 & 8-12 with TestWare, 4th edition. New Jersey: Research and Education Association.
- Additional Readings on Blackboard:

### Assignments and Evaluation

#### I. Attendance and In-Class Participation

It is essential that you be present and actively participate in all class sessions, discussions and activities. This involves completing assigned readings prior to each class meeting, bringing course text and/or articles to each class meeting, clearly expressing and supporting your ideas in class discussions, responding respectfully to the views of others, and actively participating during in-class activities. Each class meeting is worth 4 points. After each class meeting, students will self-evaluate and reflect on their class-participation using the following rubric. All absences and tardies must be excused (authorized documentation must be provided, i.e., doctor’s note). Students with an unexcused absence will automatically receive a 0 for that class meeting. If there are major discrepancies between the student’s self-evaluation and the instructor’s evaluation of the student during a class meeting, the instructor will contact the student via email to discuss the discrepancy.

<table>
<thead>
<tr>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
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</thead>
<tbody>
<tr>
<td>Student is present</td>
<td>Student demonstrates knowledge of course readings in discussions and activities</td>
<td>Student is present</td>
<td>Student is present</td>
</tr>
<tr>
<td>Student demonstrates partial knowledge of course readings in discussions and activities</td>
<td>Student brings required text and or articles to class meeting</td>
<td>Student demonstrates minimal knowledge of course readings in discussions and activities</td>
<td>Student does not demonstrate knowledge of course readings in discussions and activities</td>
</tr>
<tr>
<td>Student brings required text and or articles to class meeting</td>
<td>Student actively participates during activities</td>
<td>Student brings required text and or articles to class meeting</td>
<td>Student brings required text and or articles to class meeting</td>
</tr>
<tr>
<td>Student actively participates during activities</td>
<td>Student refrains from use of cell phone</td>
<td>Student participates during activities</td>
<td>Student participates during activities</td>
</tr>
<tr>
<td>Student refrains from use of cell phone</td>
<td>Student is respectful and collaborative</td>
<td>Student refrains from use of cell phone</td>
<td>Student is respectful and collaborative</td>
</tr>
<tr>
<td>Student is respectful and collaborative</td>
<td></td>
<td>Student is respectful and collaborative</td>
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</tbody>
</table>
How does the information that I learned from this interview influence my prior ideas about what it means to be a teacher and teach? 3. In what ways did this interview reflect my readiness to teach? 4. In what ways and in what areas did this interview show me I need more preparation to teach? 5. What ideas, plans, contacts and/or strategies do I have to address needed areas of preparation? Your teacher interview will be addressed using the following rubric.

<table>
<thead>
<tr>
<th>100-90</th>
<th>89-80</th>
<th>79-70</th>
<th>69-0</th>
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</thead>
<tbody>
<tr>
<td>Interview questions clearly represent the main ideas of outcomes in Domain IV-Competency 012 of the Texas PPR. Interview responses are adequately summarized. Interview transcript is clear, concise and provides both questions and responses. Correct grammar usage, including spelling, punctuation, sentence structure, and organization. Transcript is typed. (≈ or &gt; 50 pts)</td>
<td>Interview questions represent the main ideas of outcomes in Domain IV-Competency 012 of the Texas PPR but are not clear and/or complete. Interview responses are summarized but lack detail or are not adequately developed to provide substantive information. Interview transcript is clear, concise and provides both questions and responses. Minor grammar errors, including spelling, punctuation, sentence structure, and organization. Transcript is typed. (≈ 50 pts)</td>
<td>Interview questions partially represent the main ideas of outcomes in Domain IV-Competency 012 of the Texas PPR. Interview responses are partially summarized. Interview transcript is not clear, concise and/or does not provide both questions and responses. Moderate grammar errors, including spelling, punctuation, sentence structure, and organization. Transcript is typed. (≥ 50 pts)</td>
<td>Interview questions do not represent the main ideas of outcomes in Domain IV-Competency 012 of the Texas PPR. Interview responses are not summarized. Interview transcript is not clear, concise and/or does not provide both questions and responses. Significant errors in grammar usage, including spelling, punctuation, sentence structure, and organization. Transcript is typed. (≥ 50 pts)</td>
</tr>
<tr>
<td>Reflection paper addresses all five questions. Responses to 5 questions in reflection paper are well-developed to demonstrate thoughtful reflection. Correct grammar usage, including spelling, punctuation, sentence structure, and organization. Reflection paper is 2-3 double-spaced, typed pages. (≈ or &gt; 50 pts)</td>
<td>Reflection paper addresses all five questions. Responses to 5 questions in reflection paper are developed but lack detail and/or enough development to evidence thoughtful reflection. Minor grammar errors, including spelling, punctuation, sentence structure, and organization. Reflection paper is 2-3 double-spaced, typed pages. (≈ 50 pts)</td>
<td>Reflection paper addresses less than all five questions. Responses to 5 questions in reflection paper are not developed and lack detail to evidence thoughtful reflection. Moderate grammar errors, including spelling, punctuation, sentence structure, and organization. Reflection paper is 2-3 double-spaced, typed pages. (≥ 50 pts)</td>
<td>Reflection paper addresses less than all five questions. Responses to 5 questions in reflection paper are not developed and lack detail to demonstrate thoughtful reflection. Significant errors in grammar usage, including spelling, punctuation, sentence structure, and organization. Reflection paper is 2-3 double-spaced, typed pages. (≥ 50 pts)</td>
</tr>
</tbody>
</table>

**Part II - Community Resource**

You will identify a resource in the community that addresses a topic, theme, strategy and/or skill that you will use to adapt your curriculum in order to support a multicultural classroom as outlined in outcomes for Domain I Competency 002 and Domain II Competency 005. The resource can be something that you will directly incorporate into your curriculum or something that will enhance your understanding of the sociopolitical contexts of multicultural education in general. To complete this assignment you will: 1) identify a community resource, 2) submit a project proposal (proposal guidelines are available on Blackboard), 3) conduct either an observation of the community resource or an interview with a stakeholder at the community resource (provider or participant), 4) turn in a typewritten transcription of your interview questions and responses or a typed transcription of your field notes, 5) complete a four-page double-spaced, typed reflection paper that addresses the outcomes in Domain I Competency 002 and Domain II Competency 005, and 6) present your community resource to the class. For the reflection paper use the following guiding questions: 1) How did my engagement with this community resource expand my self-awareness and understanding of student diversity in this region? 2) What have I learned from this experience that I can use to design curriculum, learning experiences, and or assessments that are responsive to student diversity in this region? 3) As a result of my engagement with this community resource, how will I use my knowledge of diversity in the El Paso/Juarez community to design a democratic learning environment? 4) How will I use the knowledge I gained from this experience to develop positive and supportive relationships and interactions with all of my students? For the presentation, you will prepare a 5-10 minute presentation that will include the following components: 1) identify the name and mission/purpose of your community resource, 2) explain the connection of your community resource to multicultural education, 3) provide one suggestion or strategy on how other teachers across the content areas in middle or secondary schools might partner with this community.
II. Tests

There will be five tests covering essential ideas, concepts and issues from the required readings. Tests will consist of 20 True or False and/or Multiple Choice questions. 25%

III. Educational Autobiography

You will write an autobiographical essay about your educational experiences during high school. You will structure your essay around 3 artifacts that represent key moments, people, or themes during your high school educational experience. Your essay should be between 3-5 double-spaced, typed pages and be divided into 4 sections. 3 of the 4 sections should include the name and description of an artifact and an explanation for how that particular artifact represents a key aspect of your educational experience during high school. In the 4th section of your essay, you will provide a summary on what the 3 artifacts collectively represent about your overall high school educational experience. Be sure to use specific examples from your high school experiences to strengthen your essay. The following rubric will be used to assess and evaluate your educational autobiography. 20%

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>Clearly identifies and describes 3 key aspects of high school educational experience. Provides a clear explanation of the connection between 3 artifacts and 3 key aspects of high school educational experience. Adequately summarizes and explains the significance of the 3 artifacts collectively to overall high school educational experience. Uses specific examples throughout essay. Correct grammar usage, including spelling, punctuation, sentence structure, and organization. 3-5 double-spaced, typed pages.</td>
</tr>
<tr>
<td>89-80</td>
<td>Clearly identifies and describes 3 key aspects of high school educational experience. Provides an explanation of the 3 artifacts but the connection to 3 key aspects of high school educational experience is not clear. Summarizes but does not adequately explain the significance of the 3 artifacts collectively to overall high school educational experience. Uses specific examples in parts of essay. Minimal grammatical errors, including spelling, punctuation, sentence structure, and organization. 3-5 double-spaced, typed pages.</td>
</tr>
<tr>
<td>79-70</td>
<td>Identifies 3 key aspects of high school educational experience but the description is not clear. Identifies the connection between 3 artifacts and 3 key aspects of high school educational experience but it is not clear and/or adequately explained. Summarizes but does not explain the significance of the 3 artifacts collectively to overall high school educational experience. Uses minimal to no specific examples throughout essay. Moderate grammatical errors, including spelling, punctuation, sentence structure, and organization. 3-5 double-spaced, typed pages.</td>
</tr>
<tr>
<td>69-0</td>
<td>Identifies less than 3 key aspects of high school educational experience and/or does not provide a description. Does not identify and/or explain the connection between 3 artifacts and 3 key aspects of high school educational experience. Does not summarize and/or explain the significance of 3 artifacts collectively to overall high school educational experience. Does not use specific examples. Significant errors in grammar usage, including spelling, punctuation, sentence structure, and organization. 3-5 double-spaced, typed pages.</td>
</tr>
</tbody>
</table>

IV. Service Learning Assignments

Part I-Teacher Interview

You will conduct an interview with a public middle or high school teacher or administrator to gain information regarding the outcomes in Domain IV-Competency 012 of the Texas PPR. To do this, you will develop interview questions based on the outcomes in Domain IV-Competency 012 of the Texas PPR. To complete the assignment, you will turn in: 1) a typed transcription of the interview questions and responses (responses can be summarized but not bulleted) of the Texas PPR, and 2) a 2-3 page, double-spaced, typed reflection paper. Your reflection paper should address the following questions: 1. What were the most important things I learned from this interview about the role of a teacher that I did not know beforehand? 2. 10%
resource to support the learning of diverse students in this region. For your presentation, you will create a posterboard, a brief PPT, or a brief video clip to highlight features of your community resource and to provide photos of your community resource (do not include photos of individuals without signed consent).

<table>
<thead>
<tr>
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<th>79-70</th>
<th>69-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project proposal provides a clear description and justification for community resource. (= or &gt; 10 pts)</td>
<td>Project proposal provides a description and justification for community resource but is not partially clear. (&gt;10 pts)</td>
<td>Project proposal provides a description and justification for community resource but is not clear. (&gt;10 pts)</td>
<td>Project proposal does not provide a description and or justification for community resource. (&gt;10 pts)</td>
</tr>
<tr>
<td>Interview transcript or field notes clearly represent information that connects with the main ideas of outcomes in Domain I-Competency 002 and Domain II-Competency 005 of the Texas PPR. Interview transcripts or field notes are clear, descriptive and contain pertinent details. Correct grammar usage, including spelling, punctuation, sentence structure, and organization. Transcript or field notes are typed. (= or &gt; 35 pts)</td>
<td>Interview transcript or field notes partially represent information that connects with the main ideas of outcomes in Domain I-Competency 002 and Domain II-Competency 005 of the Texas PPR. Interview transcripts or field notes are clear, descriptive but lack pertinent details. Minimal grammar errors, including spelling, punctuation, sentence structure, and organization. Transcript or field notes are typed. (= or &gt; 35 pts)</td>
<td>Interview transcript or field notes do not include adequate information that connects with the main ideas of outcomes in Domain I-Competency 002 and Domain II-Competency 005 of the Texas PPR. Interview transcripts or field notes are partially clear but lack description and or pertinent details. Moderate grammar errors, including spelling, punctuation, sentence structure, and organization. Transcript or field notes are typed. (= or &gt; 35 pts)</td>
<td>Interview transcript or field notes do not include information that connects with the main ideas of outcomes in Domain I-Competency 002 and Domain II-Competency 005 of the Texas PPR. Interview transcripts or field notes are not clear, lack description and or pertinent details. Significant grammar errors, including spelling, punctuation, sentence structure, and organization. Transcript or field notes are typed. (= or &gt; 35 pts)</td>
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<td>Reflection paper addresses all four questions. Responses to 4 questions in reflection paper are well-developed to demonstrate thoughtful reflection. Correct grammar usage, including spelling, punctuation, sentence structure, and organization. Reflection paper is 4 page double-spaced, typed. (= or &gt; 35 pts)</td>
<td>Reflection paper addresses all four questions. Responses to 4 questions in reflection paper are partially developed to demonstrate some reflection. Minimal grammar errors, including spelling, punctuation, sentence structure, and organization. Reflection paper is 4 page double-spaced, typed. (= or &gt; 35 pts)</td>
<td>Reflection paper does not address all four questions. Responses to questions in reflection paper are partially developed to demonstrate some reflection. Moderate grammar errors, including spelling, punctuation, sentence structure, and organization. Reflection paper is 4 page double-spaced, typed. (= or &gt; 35 pts)</td>
<td>Reflection paper does not address all four questions. Responses to questions in reflection paper are not developed and do not demonstrate reflection. Significant grammar errors, including spelling, punctuation, sentence structure, and organization. Reflection paper is 4 page double-spaced, typed. (= or &gt; 35 pts)</td>
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<tr>
<td>Presentation includes all required components. Presentation is 5-10 minutes. Presentation tool (e.g. PPT, posterboard, video clip) is polished, creative and includes correct grammar usage, including spelling, punctuation, sentence structure, and organization. (= or &gt; 20 pts)</td>
<td>Presentation includes all required components. Presentation is less than or greater than 5-10 minutes. Presentation tool (e.g. PPT, posterboard, video clip) is partially polished, creative and includes some minor grammar errors, including spelling, punctuation, sentence structure, and organization. (= or &gt; 20 pts)</td>
<td>Presentation does not include all required components. Presentation is less than or greater than 5-10 minutes. Presentation tool (e.g. PPT, posterboard, video clip) is not polished, creative and includes moderate grammar errors, including spelling, punctuation, sentence structure, and organization. (= or &gt; 20 pts)</td>
<td>Presentation does not include all required components. Presentation is less than or greater than 5-10 minutes. Presentation tool (e.g. PPT, posterboard, video clip) is not polished, creative and includes significant grammar errors, including spelling, punctuation, sentence structure, and organization. (= or &gt; 20 pts)</td>
</tr>
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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

- **Assignments** must be submitted in class on the specified due date and according to specific assignment guidelines with the exception of the final reflection paper for the Community Resource assignment, which will be submitted on Blackboard (see course schedule for date).

- **Late submissions of assignments** will automatically receive a 10% point deduction from total possible number of points to be earned prior to evaluation. No submissions will be accepted three days or more following scheduled due date. There are no make-up quizzes. In the case of an excused absence, students will be given an alternate assignment to make-up for a missed quiz. In this situation, it is the student’s responsibility to contact the instructor to arrange for an alternate assignment.

- **Promptness** is expected; late arrivals disrupt the continuity of the class, and it is often difficult to repeat instructions; repeated tardiness will result in an automatic 2-point deduction from attendance and participation grade.

- **Professional conduct in the form of respectful and collaborative participation** is a basic expectation for all course related meetings, assignments, 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**: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

- **Classroom Accommodations**: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

***Please note that this syllabus is subject to change and/or adjustments.***
COURSE CALENDAR

Aug 25  Course Introduction

Sept 1  Why MCE?/Democracy/Field Study
READ: Article 1/ TExES PPR: pp.32-33

Sept 8  Sociopolitical Context of Schooling/Overview: Teacher Interview
READ: N&B Chapter 1/Article 2

Sept 15 Sociopolitical Context of Schooling II
READ: N&B Chapter 1 / Article 2 / TExES PPR: pp.33-42

Sept 22 Defining Multicultural Education for School Reform
READ: N&B Chapter 2/ TExES PPR: pp. 119-125
TEST 1: N&B Ch1/Article 2/ PPR pp. 32-42

Sept 29 Racism, Discrimination, and Expectations of Students’ Achievement/
Race: Power of Illusion
READ: N&B Chapter 3
Due: Educational Autobiography Due
Due: Community Resource Proposal Due

Oct 6 Structural and Organizational Issues in Classrooms and Schools
READ: N&B Chapter 4
TEST 2- N&B Ch. 2&3 / PPR: pp. 199-125

Oct 13 Culture, Identity, and Learning
READ: N&B Chapter 5
Due: Teacher Interview Transcription and Reflection Paper Due

Oct 20 Linguistic Diversity in U.S. Classrooms
READ: N&B Chapter 6 / TExES PPR: pp. 63-72 & 126-136

Oct 27 Understanding Student Learning and School Achievement
READ: N&B Chapter 7/ TExES PPR: pp. 137-145
TEST 3- N&B Ch. 4,5,6/PPR: pp. 63-72

Nov 3 Implications of Diversity for Teaching and Learning in a Multicultural
Society
READ: N&B Chapter 8
Due: Community Resource Transcription of Field Notes or Interview Due

Nov 10 Adapting Curriculum for Multicultural Classrooms
READ: N&B Chapter 9
TEST 4: N&B: Ch. 7&8 / PPR: pp. 126-136
Nov 17      Affirming Diversity: Implications for Teachers, Schools, Families and Communities
READ: N&B Chapter 10
TEST 5: N&B Ch. 9&10 / PPR: pp.137-145

Nov 24      Multicultural Classroom Encounters: Existential Implications
READ:       Check Blackboard for reading

Dec 1       Community Resource Presentations & Discussion

Dec 8       Final Exam
DUE: Community Resource Reflection Paper Due (Hand-in Blackboard)

*Oct 30 – Course Drop Deadline
This is a TENTATIVE COURSE SCHEDULE. The instructor reserves the right to change/modify this syllabus to better serve the course objectives, learning outcomes, and students. Any changes to course schedule will be announced in advance.