COURSE DESCRIPTION/ SYLLABUS
TED 5313 Diversity in Educational Settings
Dr. Christopher J. Kazanjian

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Office Hours: TBA, TBA (online only) PM (MST)

Overview
The goal of TED 5313 is to provide educators with integrated multicultural teaching approaches that are applicable for multi-ability classrooms. Furthermore, critical pedagogy will be incorporated into class activities, coursework, and class discussions.

Exploration of the social contexts of education and teaching in a pluralistic society. Examination of schools and society in relation to historical and contemporary issues of diversity.

Web-Enhanced Format
The use of telecommunication technology or computer-based learning systems allows flexibility for the student. Peer-to-peer and peer-instructor interaction are still vital course components. On-time submission of course assignments is a requirement.

Course Goals
This course is designed to explore research and trends in contemporary multicultural curricula. Emphasis is placed on developing and selecting cognitive and affective objectives, instructional materials, learning experiences, and content from integrated curricula that are appropriate for K-12 schools.

Course Objectives/SLOs

Course Objectives/Student Learning Objectives (SLOs)

Upon completion of TED 5313, students who successfully complete the course are able to

<table>
<thead>
<tr>
<th>SLO</th>
<th>Classroom Activities and Assessments</th>
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<tbody>
<tr>
<td>1. Simulate the teacher’s role in curriculum planning for the school year, for instructional units, and for daily lessons.</td>
<td>demonstrate understandings of the course readings (in accordance with specifically stated written guidelines) with five written analyses of course readings</td>
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<tr>
<td>2. Correlate and apply concepts of culture, race, and ethnicity to educational experiences</td>
<td>complete both the written analysis and oral components of a innovative multicultural issue project.</td>
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<tr>
<td>3. Develop an understanding of the key tenets of multicultural education (in accordance with specifically</td>
<td>successfully complete of three written analyses of course readings</td>
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<tr>
<td>Course Objective</td>
<td>Action Required</td>
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<tr>
<td>4. Apply current trends associated with methodology and curriculum in classrooms (in accordance with specifically stated written guidelines)</td>
<td>successfully complete three written analyses of course readings</td>
</tr>
<tr>
<td>5. Select, develop, and incorporate appropriate cognitive and affective objectives appropriate to a multicultural society</td>
<td>successfully complete (as stated in a course rubric) a team existential-cultural understandings project, including both a written analysis and an oral component.</td>
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<tr>
<td>6. apply current trends associated with methodology and curriculum in multicultural education</td>
<td>successfully address (as stated in a course rubric) all the stated objectives of the multicultural issue group project, including written and oral components that must provide specific application of TEKs</td>
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<tr>
<td>8. Design learning experiences and materials for the enrichment of quality multicultural education, including the effective use of technology (in accordance with specifically stated written guidelines)</td>
<td>successfully complete three written analyses of course readings</td>
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<td>9. integrate critical theory into effective teaching strategies through an assessment of traditional education</td>
<td>successfully complete written analyses in the reaction papers, the multicultural issue project, and personal histories/multicultural understandings paper and oral presentation</td>
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**REQUIRED TEXT:**


***More readings may be found on the UTEP LIBRARY WEBSITE in course reserves.***
**Guidelines to Access Online Readings**

1. Open Internet browser window and,
2. In the address bar, type in web site: libraryweb.utep.edu
3. Then click links from: UTEP Library Home Page
4. **click on "Search and Find"**
5. **Course Reserves**
6. Then type: TED 5313
7. **CLICK ON READINGS** and the list will open up to view and/or print after you log in with your name and student ID number and create a pin #.
   If you have any problems call library, 747-5672 course reserve dept.

**Evaluation Standards**
Points earned from 100 possible points will determine your grade in the course. Students who complete each assignment should not assume that full credit is given. The quality, more than the quantity of the assignment, is the most important consideration for grading purposes. Included in the quality of the assignments are such attributes as organization and neatness, correct citation (APA), spelling, and critical thinking (well-supported, with examples). In addition, points are deducted for assignments turned in after due dates (10% for each class the assignment is overdue).

**Attendance——**
As a major emphasis is placed upon classroom participation in this course, attendance is mandatory; there will be a grade reduction for any failure to attend. You will be allowed 2 documented excused absences. For each absence thereafter, your grade will be reduced by one letter grade.

**Academic honesty:** Materials (written or otherwise) 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.

**Examples of APA citations in the text:**

> According to researchers (Pai & Adler, 2001), there are major concerns. Furthermore, Haycock (2002) states the following:

> Reading achievement among 17-year-old African Americans and Latinos climbed substantially through the 1970s and 1980s, but gaps separating them from other students widened somewhat during the 1990s (p. 11).
Authors of textbooks still write books to “comfort descendents” of European immigrants (Loewen, 1996, p. 99). For other references, including electronic citations, refer to http://owl.english.purdue.edu/owl/resource/560/01/

**Attendance Policy:** Every class meeting is vital. University policy allows for student withdrawal if more than two weeks of classes are missed.

**Disabled Student Statement**

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. **CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.**

**Technical Assistance**

University resources are also available, Monday to Friday from 8:00AM MST - 5:00AM MST, for students and faculty: UTEP Help Desk - [Website](http://www.sa.utep.edu/cass).

**Assignments**

**Innovative Multicultural Issue project—30 pts**

Teams: 2-3 members

Research Topic: Find a relevant issue that is or will be challenging for a globalized/diverse classroom (i.e. issues of race, gender, global displacement, socioeconomic, political/religious conflict, identity, etc.). Understand how diversity and culture is a vital source for developing a politics of identity, community, and pedagogy. Understand that the complexity-differences within and between various groups can expand human potential and democratic possibilities.

Assignment: Team’s will write a 2500-3000 word essay (roughly 10-12 pages without references). This paper will thoroughly research and discuss the implications of the chosen research topic. The group will then seek to innovate a theory or strategy that a teacher may use in the diverse classroom to engage or overcome the increasing complexity of these challenges. This innovative strategy or theory must be based in social justice, self-actualization, building relationships, creativity, etc. Papers must use at least 15 sources (7 from course reading list). APA style citations required.

Presentation: Each team will not only report their research topic and issues to the class, but will also take the class through an experiential understanding of their strategy or theory. Teams must construct an activity that they would use to address their multicultural issue and successfully run that activity with our class. The presentation/activity will last no more than 20 minutes.
Reflection papers- 10 pts each.

(3) Reaction papers/Discussion (600-800 words for the body of the paper)--should an original analysis of the readings and be no more than 1/3 written review the content of the readings. The remaining 2/3 of your written entries should be a written critical analysis to the assigned readings. Support all of your positions throughout the reaction paper. You must use a total of 4 sources in your online posts. These sources may include the required readings. Topics and/or readings will be assigned. You will post the reaction paper online on Black Board. You must also complete two (at least 200 word) responses to other critiques. In your responses you must use 2 sources (cited properly) that are different from the assigned course readings for that week. Follow APA guidelines for your submission. The instructor will provide a discussion prompt in the module—a piece of art, song, news article, etc. for you to apply the concepts of your readings.

Existential-Cultural Encounters Project (1200-1500 words)— 30 pts.

You and a partner are to complete a written synthesis/analysis of your personal histories/home cultures and how the course readings pertain to your goals as an educator.

Consider what it takes to meet another individual or engage an experience with your full being, spontaneously—in the moment lived. Revisit some educational experiences in your schooling that instigate your thoughts and feelings about the existential givens (death, meaning, freedom, and isolation). How did/do you experience them? Why are these existential givens important to culture? To understanding diversity? What cultural manifestations help us deal with these givens, and why do we have them? Explore your feelings, explore the images in your memory. How do these existential concerns factor into your cultural identity, schooling, and your current pedagogy. Once each partner has explored these existential and cultural encounters, share them empathically.

As you both explore how culture, schooling, and the givens of existence have, and continue to factor into your learning/teaching, write your paper that connects your existential-cultural experiences. What is the connective tissue behind your relations? Where does death, loneliness, freedom, and meaninglessness play into your school experiences? And now as a teacher? Ultimately, how will these discoveries help you empathize and engage the diversity and complexity that will be your students? What type of classroom will you seek to cultivate after reflecting on your personal experiences and the experiences of your partner?

Use at least six readings from the course reading list. APA style with proper citations and references are a must. Items such as cultural artifacts, photographs, written sources of information, graphic organizers, and other props impact the overall effect and ultimate evaluation of the presentation. The team will present their paper/discoveries in a creative-innovative 10-minute presentation.

Intellectual Exercises (500 words)- 5 pts each (total of 10 pts)

On weeks we do not meet, you will be required to critically analyze a piece of art by Belgium Surrealist Rene Magritte. The instructor will upload the image on Blackboard.
You will write an 500 word critique of the painting—examining what the painting could mean and apply it to the context of society, education, or life in general. No sources are required. You will need to focus on what the painting means not what it is about. Include your feelings, emotions, etc. to help you discover this.

**TED 5313 Rubric for Assessing the Innovative Multicultural Issue Group Project and Existential Cultural Project—Individual Scoring**

**Rating 27-30-Outstanding project**
Written Components (10)—Clearly-stated introduction and conclusion (in the authors’ own words); major components of the issue/controversy are included (concisely). Paragraphs are introduced in the authors’ own words, the paper transitions from one topic to another and is fluid w/ references cited appropriately (APA). At least six readings are cited and fully discussed in the written component.

Oral Presentation (10)—Individuals are able to defend ideas and positions from both a personal perspective and the overall group perspectives, creative ideas are shared with the class, group members contribute equally, all group members are prepared to answer questions pertaining to the oral and written components, ideas are presented rather than read, cohesive; the presentation is such that engagement of the audience is promoted, aspects of the local multicultural issues are compared and contrasted, ideas are introduced effectively, a conclusion effectively ties together the whole group presentation.

Connections with the course readings are discussed with the class. Visual props support the group presentation.

Overall Organization (10)—Written and oral presentations support each other (although the two do not need to be the same), smooth and logical transitions are evident, the overall reaction of the students to the project is one of understanding, props support the oral presentation and main ideas put forth in the written component

**Rating 24-26—Well-conceived, well-written, and well-demonstrated project**
Written Components—All essential components are included with no major problems in the written materials as read, references are cited appropriately

Oral Presentation—The individual is able to support ideas and positions from both a personal perspective and the overall group perspectives, the presentation is well-conceived and demonstrated, group members are able to answer questions appropriately, there is nearly equal involvement of all group members, there are no major problems in the cohesiveness, logic, and reaction of students.

Overall Organization—Copies of the written report and handouts are turned in before the oral presentation, most of the project is well organized; no major problems exist in the transitions and overall reaction of the students

**Rating 21-23—Adequate project, with some components that need to be addressed**
Written Components—Some problems in the clarity, essential information, and readability exist

Oral Presentation—Presenters could have been more familiar with some essential background information, although the presentation is thorough, a better-stated and
demonstrated presentation would enhance the pre-service teachers evaluation and/or reaction by class members

Overall Organization—Certain organizational components need to be addressed

**Rating 18-20—Less than adequate project**

Written Components—Structural and organizational details should be addressed; more work is needed for the overall effectiveness of the report, clear transitions are lacking

Oral Presentation—Members could have contributed more effectively, the information needs to be clearly stated. Team members need to better demonstrate how the information can promote an understanding of local multicultural issues

Overall Organization—Some components are questioned for their relevance and overall instructional/facilitative/educational effectiveness

**Discussion Board Rubric**

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<td>Did not engage in discussion</td>
<td>Submitted discussion thread and responses on time</td>
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<tr>
<td><strong>Background Research of Topic</strong></td>
<td>Discussion indicated limited background research. Little to no outside sources</td>
<td>Research went beyond textbook information and used appropriate number of sources</td>
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<td><strong>Documentation</strong></td>
<td>Student failed to refer to the research or source of information</td>
<td>Students documented research and gave the site (URL) or journal citation</td>
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<td><strong>Number of Responses</strong></td>
<td>Did not respond to any discussion peer</td>
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<tr>
<td>Quality of Responses</td>
<td>Response was brief and insignificant</td>
<td>Responses were brief and addressed some topics of discussion</td>
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<tr>
<td><strong>Total</strong></td>
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**Discussion Board Assignments**: Students are expected to ‘log-on’ on a regular basis and to be active and thoughtful discussion board participants. Students are expected to ‘log-on’ **at least three times a week**.

Assigned readings and postings are to be completed within the specified time period so that discussions related to the assignments may occur. If for some reason you will be unable to log-on at least three times in any week, please notify your instructor, as soon as possible. Appropriate contributions should always be professional and courteous (e.g., no personal attacks).

Before doing the Discussion Board Postings for each learning module:
- ✔️ Read assigned chapters and other readings (if applicable).
- ✔️ View any video clip(s) listed in Blackboard’s Course Documents.

For your discussion board first postings, your thread must be **at least 10 lines or 245 words in length and reference at least four course resources. You must also respond (by clicking on reply) to at least two peers**. Your responses to peers must be substantial. Your responses to your peers should add something to the discussion. Ask them a clarifying question, challenge them on their responses, tell them why you agree or disagree with them. Merely saying "I agree" does not add to our class discussion and will not be counted. If you miss two Discussions in a row the course instructor will assume you have dropped the course, unless you have notified him/her of your absence in advance.
TED 5313 Weekly Agenda (Tentative)

Jan 18 - Holiday

Jan 25 - Class meets: Introductions

Feb 1 - Blackboard
DUE: Reaction paper 1
Read: *Power, politics, and culture* (pp. 39-68)
   *Rethinking multicultural education* (pp. 83-94)

Feb 8 – Class meets
Read: *Power, politics, and culture* (pp. 94-117)
   *Rethinking multicultural education* (pp. 9-16; 39-46)

Feb 15 - Blackboard
DUE: Intellectual Exercise 1
Read: *Power, politics, and culture* (pp. 183-207)
   *Rethinking multicultural education* (pp. 111-114; 127-134)

Feb 22 - Blackboard
DUE: Discussion Responses 1
Read: *Power, politics, and culture* (pp. 233-247)
   *Rethinking multicultural education* (pp. 137-158)

Feb 29 - Class meets
Read: *Power, politics, and culture* (pp. 262-283)
   *Rethinking multicultural education* (pp. 211-226)

Mar 7 - Spring Break

Mar 14 - Class meets
Read: *Power, politics, and culture* (pp. 323-342)
   *Rethinking multicultural education* (pp. 227-250)

Mar 21 - Blackboard
DUE: Reaction paper 2
Read: *Power, politics, and culture* (pp. 357-367)
   *Rethinking multicultural education* (pp. 255-282)

Mar 28 - Class meets: Presentations
DUE: Innovative Multicultural Issue project

Apr 4 - Blackboard
DUE: Discussion Response 2
Read: *Power, politics, and culture* (pp. 409-418)
Rethinking multicultural education (pp. 285-306)

Apr 11 - Blackboard
**DUE: Intellectual Exercise 2**
Read: *Power, politics, and culture* (pp. 419-431)
   - *Rethinking multicultural education* (pp. 307-322)

Apr 18 - Class meets
Read: *Power, politics, and culture* (pp. 437-442; 443-458)
   - *Rethinking multicultural education* (pp. 385-390; 9-16)

Apr 25 - Blackboard
**DUE: Reaction paper 3**
Read: *Rethinking multicultural education* (pp. 77-80; 183-205)

May 2 - Blackboard
**DUE: Discussion Responses 3**

May 9 – Class meets: Presentations
**DUE: Existential-Cultural Encounters Project**
RECOMMENDED READINGS:


