

Multicultural Education in Secondary Schools

SCED 3317-003 (CRN 12444)

Wednesdays 5:30 - 8:20 PM

Education Building, Room 309

Fall 2016

Instructor: Dr. Stacey Duncan
Office Hours: Online & by appointment
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COURSE 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.

Service learning – Field Experience required. For secondary and all-level students.

Prerequisite: Admission to Teacher Education.

COURSE OVERVIEW

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

- 🍏 Reflect on student's individual beliefs, experiences, and values and how these could affect 1) 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 assets.

🍏 Understand how to develop content area curriculum to help students think critically about inequities based on gender, class and ethnicity.

STUDENT LEARNING OUTCOMES AND ASSESSMENTS

<p>Domain I, Competency 002</p> <p>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.</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use following assessment procedures:</i></p>
<p>2.1 Demonstrate knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning and assessment.</p> <p>2.2 Understand, accept, and respect students with diverse backgrounds and needs.</p> <p>2.3 Use knowledge of diversity in the classroom and the community to enrich all students’ learning experiences.</p> <p>2.4 Apply strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.</p> <p>2.5 Understand the instructional significance of varied student learning needs and preferences.</p>	<p>a. Discussions and in-class Activities</p> <p>b. Identity Assignments</p> <p>c. Community Analysis (Service Learning) Assignments</p>
<p>Domain II, Competency 005</p> <p>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.</p>	
<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>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’</p>	<p>a. Discussion and in-class Activities</p> <p>b. Final Assessment</p>

<p>respect for the community and the people in it).</p> <p>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.</p> <p>5.3. Explain ways in which teacher-student interactions and interactions among students' impact classroom climate and student learning and development.</p> <p>5.4. Explain the importance motivation and how to communicate the students on a daily basis enthusiasm for learning</p> <p>5.5. Use a variety of means to convey high expectations for all students.</p> <p>5.6. Create a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.</p>	<p>c. Identity Assignments</p> <p>d. Community Analysis (Service Learning) Assignments</p>
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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. .

<p><i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></p>
<p>11.1 Apply knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.</p> <p>11.2 Explain how to engage families, parents, guardians and other legal caregivers in various aspects of the educational program.</p> <p>11.3 Understand how to interact appropriately with all families, including those that have diverse characteristics, backgrounds and needs.</p> <p>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.</p>	<p>a. Discussion and in-class Activities</p> <p>b. Community Analysis (Service Learning) Assignments</p>

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.	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>
<p>12.1 Understand the importance of interacting appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>12.5 Use resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.</p> <p>12.6 Explain the importance of working productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.</p>	<p>a. Discussion and in-class activities</p> <p>b. Ethnography Activity</p> <p>c. Community Analysis (Service Learning) Assignments</p>
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. .	
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>
13.1 Understand knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others	a. Discussion and in-class activities

<p>in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.</p> <p>13.2 Use advocacy for students and for the profession in various situations.</p>	<p>b. Final Assessment</p> <p>c. Community Analysis (Service Learning) Assignments</p>
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Details on the standards for pedagogy and professional responsibilities and content standards are available online: <http://www.sbec.state.tx.us>

REQUIRED READINGS

- Nieto, S. & Bode, P. (2012). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, 6th ed. Boston, MA: Pearson.
- TExES PPR for EC-6, EC-12,4-8 & 8-12 with TestsWare, 4th ed. Piscataway, NJ: Research and Education Association.
- Additional Readings on Blackboard.

PROFESSIONAL RESPONSIBILITIES

Preparedness (100 points possible.)

1. **Attendance = 50%**
 You earn points for attending and actively participating in class. Absolute attendance is a necessary component in order to be successful in this course. Unforeseen circumstances will always be taken into consideration and negotiated when communicated. You are responsible for making up missed work within **two weeks**. *Students may be dropped for persistent absences or persistent failure to complete assignments (including failure to be prepared for class).*
2. **Tardiness**
 Class *begins* at 5:30pm. If you have extenuating circumstances, let me know as soon as possible.
3. **Participation = 50%**
 Learning and teaching only occur successfully when we are actively involved and care about our learning and the learning of others. A sense of community will be created in all of us bringing about new thinking patterns and stimulating our collective and personal ideas. In turn, a sense of a public and collective responsibility and respect for learning and thinking about education in a multicultural and democratic society will serve as the impetus for participating.

Participation will be evaluated on the following:

- **In class discussions;** relevant questions, thoughts and comments are brought to share with class based on readings for the week

- **In class activities;** engaging and collaborating with colleagues in class and group assignments
 - **Critical analysis/intellectual growth;** critically considers the impact of personal perspectives and the role it has as a future educator
 - **Substantive articulation;** able to construct explanations regarding educational topics/issues based on understanding and critical analysis
 - **Collegiality and preparedness;** ability to respectfully listen and consider diverse perspectives and experience in relation to course topics
4. **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.
 5. **Popular Culture Awareness** (newspapers, television, radio, internet, social media) of how popular culture affects academics is an essential 21st century literacy skill. ***Read and/or listen for current events that are applicable to concepts presented in class.*** Feel free to bring relevant articles, etc., to class for discussion.

Assignments (400 points possible)

6. **Ethnography Activity** (25 points)
You will deconstruct and reflect on a social scene by observing a particular setting for 5 minutes. This activity will assist you in developing field notes for your Community Analysis Project.
7. **Identity Project Paper and Presentation** (50 points total / 25 each)
As a step toward understanding the impact of socialization on issues such as ethnicity, culture, class, and gender, etc., in the classroom and in community, this activity is designed to help you think about and explore your own social identities. As aspects that factor in your praxis as an educator, you will discuss and critically analyze your social identity development in light of your ethnicity, socioeconomic class, gender, sexual orientation, religious orientation, exceptionality, and language identities, in terms of how these influence who you are today. You will write a **3-5 Page Critical Essay** based upon Harro’s (2007) article on the Cycle of Socialization, Sensoy & DiAngelo’s (2012) chapter on Socialization, and Tatum’s (2007) article on Identity (all on Blackboard). You will also **Create a 5-7 Minute Presentation** to share on Blackboard with your colleagues some salient points of your core identities and socialization. *See below for more information.*
8. **Community Analysis Project*Service Learning Field Experience** (300 points total)
This is an intensive multipart project and an opportunity to further develop your critical lens as you, and we, carefully study and critically analyze our communities. This activity is designed to assist in creating an “integrated whole” concerning the manifestations of MCE issues in the everyday of community life. This activity will perhaps be the greatest learning experience for you in the course because it will allow you to observe and critically examine the deep, complex issues within the community and then examine how education should/could, or does/does not address these issues. As we study various forms of diversity, educational and

multicultural theory and concepts this semester, we will also look for the presence of those ideas and representations in our own communities and social world.

☼ *This activity requires 20 hours of fieldwork.* ☼ **You will obtain additional research/data and develop a comprehensive picture of a community surrounding a particular school, and its youth and adults, and discuss this picture with an eye toward social justice. You will develop critically written documents to hand in and create a presentation of that information.** (See Instructions and Examples on Blackboard) **This activity is based on an alternative service learning field experience as discussed in the article "Realizing Students' Everyday Realities: Community Analysis as a Model for Social Justice" (Haynes Writer & Baptiste, 2009). Non-completion of this assignment will result in a failing grade for the course.*

9. **Final Assessment Essay** (25 points)

At the end of the course, you will write a **Critical Assessment Essay** that revisits topics addressed throughout the semester. This is a reflective piece about how you have made sense of your learning process. Citations and APA are not required, however, it must be articulate and edited well for full points.

LEARNING EXPECTATIONS AND SCALE

• Attendance & Participation	100
• Identity Project (paper & presentation)	50
• Ethnography Activity	25
• Community Analysis Project (paper & report)	300
• Final Assessment	<u>25</u>
Grand Total	500

YOUR TOTAL EARNED DIVIDED BY THE GRAND TOTAL = YOUR % GRADE

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

WRITING RESOURCES

All submitted written work turned in will be considered to be final, rather than draft form. Submitting work with a substantial number of grammatical, spelling and punctuation errors may affect your grade. Please utilize the UTEP Writing Center as needed (available in person and online); it is a free resource to you as a student - <http://uwc.utep.edu>.

All submitted written work should be in APA writing style format. In addition to the latest APA Manual (<http://www.apastyle.org/manual/>), you may use the OWL resource @Purdue - <https://owl.english.purdue.edu/owl/resource/560/01/>

UTEP POLICIES

Academic Dishonesty

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. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. 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 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 (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

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

ETHNOGRAPHY ACTIVITY (25 POINTS)

In order to help prepare you for keeping field notes for your Community Analysis Project, you will be required to write a description of five minutes of activity using an ethnographic approach. An ethnographic approach allows you to observe and be a participant in activities, but it also allows you to be objective about your observations.

For this assignment, you will observe a social scene for five minutes and then write, typed in paragraph form, a summary of what you witnessed. You must include the date, time, and place/location of the social scene. This scene may take place *anywhere social*: in a classroom, at a restaurant, at a park, at a business, etc.

There are two parts to ethnographic research (please provide headings for both).

I. DESCRIPTIVE. Your description should include;

- time, date, duration
- a description of the setting,
- a portrait of the participants,
- a detailed account of the events,
- and dialogue (if you are close enough to hear dialogue).

Nothing is trivial. Everything that you see, hear, observe, and experience is considered. These notes should be as descriptive as possible without placing any “judgment” or “labels.” *Be as objective as possible.* For example, avoid using words such as “angry” or “cute”; instead, describe the behaviors that you observed in detail so the reader can interpret if such behaviors of the individual were angry or cute. *In other words, how descriptive can you be without labels?* You may also include sketches, diagrams, pictures, and/or maps to capture what took place. Essentially, you need to include as much detail as possible in order to “paint a picture” with words.

II. REFLECTIVE is the second part of ethnographic research is. Here you will include;

- your thoughts,
- feelings,
- interpretations,
- ideas,
- and impressions of what you have observed.

These are separate from the detailed description of the event because they are from your individual and socialized perspective. You may label these as “observer comments.” These reflective comments may help you to consider emerging themes and patterns when you are thinking about your Community Analysis Project.

**Activity & Handout by Dr. Jeanette Haynes Writer*

IDENTITY PROJECT PAPER AND PRESENTATION (50 POINTS TOTAL)

As a way to better understanding the impact of social issues such as ethnicity, language, class, ability, and gender, etc., in the classroom and workplace, this activity is designed to help you think about and explore your own social identities. You will discuss and critically analyze your social identity development in relation to your dominant and subordinate *racial/ethnic, socioeconomic class, gender, sexual orientation, religious orientation, exceptionality, and language identities*, in terms of how these influence who you are today (Harro, 2007; Tatum, 2007; Sensoy & DiAngelo, 2012). All of these factors become aspects of one's praxis as an educator, consciously and unconsciously.

IDENTITY PROJECT PRESENTATION (25 POINTS)

- Develop a 3-5 minute presentation (*see Presentation Options on Blackboard*) that outlines and highlights the salient points of your core identities (dominant and/or subordinate) and cycle of socialization.
- Feel free to use artifacts or realia, which *directly* connect to/illustrate your identity or identities. For example, do not show pictures of your grandmother, etc., unless you specifically discuss the influence of her on one of your identities. This is not show-and-tell, it is a critical analysis of your socialization.
- In your presentation, you must reference how the readings on socialization influence your understanding of the Cycle of Socialization.
- You will post this on Blackboard to share with your colleagues. You will also respond to five (5) other classmates' presentations.
- Be prepared for questions from your colleagues and instructor regarding your understanding of the readings.

IDENTITY PRESENTATION RUBRIC

25	20	15	10	0
*Presentation critically addresses all Dominant/Subordinate identities	*Presentation critically addresses 5/7 Dominant/Subordinate identities	*Presentation critically addresses 3/7 Dominant/Subordinate identities	*Presentation addresses 1/7 Dominant/Subordinate identities	No presentation
*Reflects clear understanding of identities in relation to socialization	*Reflects simple understanding of identities in relation to socialization	*Reflects vague understanding of identities in relation to socialization	*No reflective understanding of identities in relation to socialization	
*Makes clear connection to identity in relation to education	*Makes simple connection to identity in relation to education	*Makes vague connection to identity in relation to education	*No connection to identity in relation to education	

IDENTITY PROJECT PAPER (25 POINTS)

Utilize the readings on Identity and Socialization to conceptualize and ground your paper. *This is not a genealogical review. Whereas, it is your “story,” it is also a critical analysis of how your story came to be – often without our choosing from birth. Therefore, this analysis is a formal intellectual endeavor.*

Write a well-edited and critically thoughtful APA-styled paper, 3-5 double-spaced pages, using the following format:

1. In a short introductory paragraph name/define your dominant and subordinate identities. Remember, you must name yourself according to the advantage or disadvantage you have according to each specific identity within the *larger power structure* of this country (the collective), not in the majority, or your immediate experience or locale (as an individual). *For example, while being female in our society could be viewed as dominant because there is a majority of women compared to men, women do not have the same dominance of power that men do. Also, this varies depending on what other dominant/subordinate identities intersect with gender.*
2. **Next, take one or two of your more defining identities—the ones that have or have had the most influence on your life—and discuss them through Harro’s (2007) Cycle of Socialization.** *For example, if religious orientation is one of your most defining identities, consider how it began from birth and changed through Harro’s cycle from the first arrow (the beginning through the first socialization), then the second through institutional and cultural socialization plus enforcements, and lastly the third arrow of results, directions for change or actions (see graphic on Blackboard).*
3. Throughout your paper, ground yourself by citing and correctly referencing appropriately selected quotes and utilizing the concepts and terminology from the readings. APA style.

IDENTITY PAPER RUBRIC

25	20	15	10	0
*Paper is 3-5 pages, double spaced, well-edited, APA	*Paper is 3-4 pages, double spaced, well-edited, APA	*Paper is <3 pages, double spaced, some editing, some APA	*Paper is <2 pages, double spaced, not-edited, no APA	No paper
*Introduces self in relation to all 7 core Dominant/Subordinate identities	*Introduces self in relation to 5/7 core identities	*Introduces self, Dominant/Subordinate identities across 3/7 core	*Introduces self, Dominant/Subordinate identities across 1/7 core	
*Reflectively addresses advantages/disadvantages for all identities with clear connection to understanding Socialization	*Reflectively addresses advantages/disadvantages for 5/7 identities with connection to Socialization	*Vaguely addresses advantages/disadvantages for 3/7 with connection to Socialization	*Does not address advantages/disadvantages and no connection to Socialization	
*Critical analysis of 2 of defining identities through Cycle of Socialization	*Critical analysis of 1 defining identity through Cycle of Socialization	*Vague analysis of 1 defining identity through Cycle of Socialization	*No analysis defining identities	

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	REQUIRED READINGS & VIDEOS	DUE DATES & ASSIGNMENTS
Week 1 Aug 24	Course Overview & Introductions		
Week 2 Aug 31	Why Multicultural Education? <i>Community Analysis Project</i>	Articles on BB	
Week 3 Sept 7	The Sociopolitical Context of Schooling	N & B: Ch 1 TExES PPR: pp. 32-42	Ethnography Paper Due 9/11 on BB
Week 4 Sept 14	The Sociopolitical Context of Identity	Articles on BB	Identity Paper Due 9/18 on BB
Week 5 Sept 21	Defining Multicultural Education for School Reform	N & B: Ch 2 TExES PPR: pp. 119-125	CA: Descriptive Map Due 9/28
Week 6 Sept 28	Racism, Discrimination, & Expectations of Students' Achievement	N & B: Ch 3	Identity Presentations Due 9/28 on BB – 5 Responses due 10/2
Week 7 Oct 5	Structural & Organizational Issues in Classrooms & Schools	N & B: Ch 4	
Week 8 Oct 12	Culture, Identity, & Learning	N & B: Ch 5 TExES: pp. 63-72	
Week 9 Oct 19	Linguistic Diversity in U.S. Classrooms	N & B: Ch 6 TExES: pp. 126-136	CA: Observation Log 1 Due 10/16 on BB
Week 10 Oct 26	Understanding Student Learning & School Achievement	N & B: Ch 7 TExES: pp. 137-145	
Week 11 Nov 2	No Class - Community Fieldwork Day		
Week 12 Nov 9	Implications of Diversity for Teaching & Learning in a Multicultural Society	N & B: Ch 8	CA: Questionnaire Due 11/13 on BB

DATE	TOPIC	REQUIRED READINGS & VIDEOS	DUE DATES & ASSIGNMENTS
Week 13 Nov 16	Adapting Curriculum for Multicultural Classrooms	N & B: Ch 9	CA: Observation Log 2 Due 11/20 on BB
Week 14 Nov 23	Fall Break		
Week 15 Nov 30	Affirming Diversity: Implications for Teachers, Schools, Families & Communities	N & B: Ch 10	CA: Journal & Extras due in Class CA: Critical Analysis Paper Due 12/4 on BB
Week 16 Dec 7	Finals Week– Final Presentations in Class		