

## ***Multicultural Education in Secondary Schools***

SCED 3317-002 (CRN 32937)  
Mondays & Wednesdays 5-10 PM  
Education Building, Room 318  
*Summer 2017*

**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. **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><b>Domain I, Competency 002</b></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><b><i>By the end of course, the student will be able to:</i></b></p>	<p><b><i>To evaluate these outcomes, the faculty member will use following assessment procedures:</i></b></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><b>Domain II, Competency 005</b></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><b><i>By the end of course, the student will be able to:</i></b></p>	<p><b><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></b></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' 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</p>	<p>a. Discussion and in-class Activities</p> <p>b. Final Assessment</p> <p>c. Identity Assignments</p> <p>d. Community Analysis (Service Learning) Assignments</p>

<p>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><b>Domain IV, Competency 011</b></p> <p>The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. .</p>	
<p><b><i>By the end of course, the student will be able to:</i></b></p>	<p><b><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></b></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>
<p><b>Domain IV, Competency 012</b></p> <p>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.</p>	
<p><b><i>By the end of course, the student will be able to:</i></b></p>	<p><b><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></b></p>
<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</p>	<p>a. Discussion and in-class activities</p> <p>b. Ethnography Activity</p>

<p>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>c. Community Analysis (Service Learning) Assignments</p>
<p><b>Domain IV, Competency 013</b></p> <p>The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. .</p>	
<p><b><i>By the end of course, the student will be able to:</i></b></p>	<p><b><i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i></b></p>
<p>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.</p> <p>13.2 Use advocacy for students and for the profession in various situations.</p>	<p>a. Discussion and in-class activities</p> <p>b. Final Assessment</p> <p>c. Community Analysis (Service Learning) Assignments</p>

*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*, 6<sup>th</sup> ed. Boston, MA: Pearson.
- Mendez Newman, B. (2015) *TEXES PPR for EC-12*. Piscataway, NJ: Research and Education Association.
- Additional Readings on Blackboard.

## PROFESSIONAL RESPONSIBILITIES

### Preparedness

1. **Attendance = 50%**

You earn points for attending and being prepared for class by having completed the readings. This is a short course with only 7 classes, absolute attendance is required to be successful. Unforeseen circumstances will always be taken into consideration and negotiated when communicated. *If you do not attend the first class you may be dropped on Census Day 7/13. Summer 2 Drop/Withdrawal deadline is 7/28.*

2. **Tardiness**

Class *begins* at 5:00pm. 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** including cell phones, tablets/iPads, laptops are only allowed in class if accessing the readings, or when necessary for an activity. Otherwise, they should be completely shut off and put away. In case of an outstanding situation which requires you to keep your phone "on" but silent, please consult with me prior to class.

5. **Popular Culture Awareness** (newspapers, television, radio, internet, social media) of how popular culture affects academics is an essential 21<sup>st</sup> century media 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

1. **Activities In-Class** (80 points, varies)

We will explore multiple activities in class that will assist your developing understanding of the course content, and model strategies and techniques you can use in your praxis.

2. **Reading Reflections** (50 points, 10 per discussion)

You will have five discussion activities and postings on Blackboard to reflect on the readings this semester.

3. **Community Analysis Project\* - Field Experience** (200 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 and how that is reflected in the classroom. This activity allows 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 10 hours of fieldwork.☛ You will obtain additional research/data and develop a comprehensive picture of a community surrounding a particular school, and discuss this picture with an eye toward social justice education. You will develop critically written documents to hand in and create a presentation of that information.**

*\*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.*

### LEARNING EXPECTATIONS AND GRADING SCALE

• Attendance & Participation	70
• Reading Reflections	50
• In-class Activities	80
• Community Analysis Project (field experience)	<u>200</u>
<b>Grand Total</b>	<b>400</b>

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 based on student & instructor need.\*\*\***

**TENTATIVE COURSE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>REQUIRED READINGS</b>	<b>ASSIGNMENTS DUE</b>
<i>Class 1</i> July 12 <i>Wednesday</i>	*Course Overview & Introductions *Why Multicultural Education? *The Sociopolitical Context of Identity & Schooling	Articles on BB AD: Ch 1	In-Class Activities Discussion 1 on BB 7/16
<i>Class 2</i> July 17 <i>Monday</i>	Defining Multicultural Education for School Reform	AD: Ch 2 Articles on BB	In-Class Activities
<i>Class 3</i> July 19 <i>Wednesday</i>	Racism, Discrimination, & Expectations of Students' Achievement	AD: Ch 3 TExES PPR: Ch 2 & 5	In-Class Activities CA: Descriptive Map 7/19 CA: Obs Log 1 on BB 7/21 Discussion on BB 7/23
<i>Class 4</i> July 24 <i>Monday</i>	*Culture, Identity, & Learning *Linguistic Diversity in U.S. Classrooms	AD: Ch 5-6 (JS) TExES PPR: Ch 11 Articles on BB	In-Class Activities
<i>Class 5</i> July 26 <i>Wednesday</i>	Structural & Organizational Issues in Classrooms & Schools	AD: Ch 4 TExES PPR: Ch 12-13	In-Class Activities CA: Questionnaire 7/26 CA: Obs Log 2 on BB 7/28 Discussion on BB 7/30
<i>Class 6</i> July 31 <i>Monday</i>	*Understanding Student Learning & School Achievement *Learning from Students *Adapting Curriculum for Multicultural Classrooms	AD: Ch 7-9 (JS) Articles on BB	In-Class Activities CA: Critical Paper 7/31
<i>Class 7</i> August 2 <i>Wednesday</i>	*Affirming Diversity: Implications for Teachers, Schools, Families and Communities	AD: Ch 10	CA: Presentations 8/2 Discussion on BB 8/3