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EDEL 260-02 Cultural Diversity in Educational Settings

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Collaborate Innovate Educate

XAVIER UNIVERSITY
College of Professional Sciences
School of Education
EDEL 260-02 Cultural Diversity in Educational Settings
Spring Semester 2019

Instructor: Dr. Winston Vaughan *Day and Time:* M/W/F 11:00- 11:50 AM
 Email: vaughan @xavier.edu *Class Location:* Hailstones 3
 Phone: 745 3614
Instructor Office Location: Hailstones 302 **Office hours:** Mon. Wed. & Fri. 12:00-1:00
 Tues/Thurs. -10:00-11:30

CE & L Dept. Mission Statement:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Course Overview/ Objectives: This course introduces students to the challenges facing education in today's pluralistic society. Students will gain an understanding of how our nation's classrooms are beginning to reflect the growing diversity of a student population whose ethnicity, culture, background and needs vary more than any time in our history. Students will also become familiar with the concept of multicultural education and its importance in a pluralistic society, explore aspects of diversity from a global perspective, and discuss various issues (race, class, gender, ethnic origin, religion, disability, sexual orientation, and poverty) and their impact on schooling. Students will engage in a pedagogical project to explore the current literature and conversations with reference to cultural diversity, conduct cultural interviews with individuals who are different from themselves, and engage in aspects of service learning to gain a better understanding of the underprivileged groups in our society. Students will also explore multicultural literature, discuss video presentations, and engage in dialogue with speakers, to gain a better awareness and understanding of cultural diversity and the importance of being culturally competent and responsive in a pluralistic society.

Core Requirement: This course meets the Xavier University core curriculum requirements for diversity.

Required Texts: Nieto, S. (2012). Affirming Diversity: The Sociopolitical Context of Multicultural Education. (6th ed) Pearson
 Multicultural Annual Editions 17th Edition McGraw Hill
 Banks, J. & Banks, C.A. (2013). Multicultural Education: Issues and Perspectives (8th ed)
 Allyn & Bacon

Standards:AMLE 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

AMLE 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

NAEYC 2: Building Family and community Relations

- 2 b. Supporting and empowering families and communities through respectful, reciprocal relationships*
- 2a. Knowing about and understanding family and community characteristics*

Course Outcomes/ NAEYC, AMLE Standards:

Students will be able to:

- Demonstrate an understanding of the concept of multicultural education and the importance of a multicultural curriculum in today’s schools. **(AMLE 5)**
- Examine the concepts of stereotyping, prejudice and discrimination and their relation to the exercise of power in the United States. **(NAEYC 2b)**
- Examine issues such as race, class, gender, ethnic origin, religion, sexual orientation, disability, and poverty and their impact schooling. **(AMLE5)**
- Explore and discuss concepts that are part of the debate in multicultural education such as culture, cultural groups, ethnicity etc. **(NAEYC 2a, b, c)**
- Demonstrate an understanding of how being culturally different can impact schooling by participating in cultural interviews/cultural plunges. **(NAEYC 2); (AMLE 6)**
- Gain a deeper appreciation of the opportunities that people of difference present to us as individuals and to the society. **(NAEYC 2b; 4a); (AMLE 6)**
- Engage in service learning activities to gain a greater understanding of the various marginalized cultures in our society in order to become more culturally aware. **(AMLE 6) NAEYC 2 a, b, c)**
- Explore the concept of cultural diversity from a global perspective. **(AMLE 6)**

SLOs: This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level:

- Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview (**4a**)
- Students demonstrate an understanding of and provide examples of how complex social locations shape the life chances of diverse groups of people across the globe.

Assignments	<u>Points</u>	<u>Due Dates</u>
Cultural Interview (AMLE6)	20	Feb 6
Exam	100	April 5, April 10
Final Exam	100	May 6
Pedagogical Project (NAEYC 2)	80	May 6 (Accreditation)
Service Learning (. (NAEYC 2b)	30	April 24
Class Participation	20	
Quizzes (# 3)10 pts. each	30	Feb. 5, 27, March 27

Grading Scale

A= 93-100; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+ =78-79; C=75-77; F=below 75

COURSE POLICIES:

Attendance: The Xavier University catalogue states “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” Students are therefore required to be present for all classes unless a proper excuse is presented. Should an absence be necessary, the student is required to make up any missed work. Excessive absences will result in a lower grade. 1 absence: No penalty. 2-3 absences: Final grade will be lowered by one letter grade.

4 or more absences: **Student will be dropped from the class.**

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Academic Support:

Learning Assistance Center: The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514.

<http://www.xavier.edu/lac>

Writing Center: The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400.

<http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab: The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.

<http://www.xavier.edu/mathematics/Math-Lab.cfm>

Assignment Policy:

All assignments will be turned in on time. If you have problems completing an assignment please see me. Assistance will be provided for students with special needs. You may rewrite some assignments as often as you wish after conferring with me in order to obtain a higher grade.

Group Work:

Group work will be part of this course, therefore, it is expected that group members will participate fully in the group's effort to complete a worthwhile assignment. Group members will each receive the same grade. If at any point in time a group member is perceived not to be participating, he/she will receive a lower grade than the other group members.

Cell Phones: The use of cell phones is not permitted during class sessions. Please put them away before class starts. Anyone caught using a cell phone will be asked to leave, and it will be counted as being absent.

Class Schedule

Dates	Topics	Assignments
Jan. 14	Introductions, explanation of syllabus, class requirements etc.	
Jan. 16	Topic: Self -Reflection / Personal Identity Exercises	
Jan. 18	Video Discussion: Dealing with Diversity in the Classroom. Pedagogical Project Selection	
Jan. 23, 25, 28	The Sociopolitical Context of Multicultural Education	Neito chp. # 1 Annual Editions –pages 42-47 Cultivating an Understanding of Privilege Among Teacher Candidates
Jan. 30 Feb.4,6	Culture in Society and Educational Practices Cultural Interview Due	Banks, Chp. # 2 Annual Editions, pages 180-187-Video-clips
Feb.1	Project Work	
Feb. ,15	Culture, Identity and Learning	Nieto, Chp. # 5, Annual Editions: Article-pages 28-31 Discussion on Service Learning (Quiz #1)
Feb. 18,20	Defining Multicultural Education: Characteristics and Goals of Multicultural Education	Banks, Chp. # 1, 10
Feb. 22,25,27	Defining Multicultural Education/School Reform	Nieto, Chp. 12. (Quiz # 2) Video: Affirming Diversity Article Dare to be Different
March 1, 4	Sexual Orientation in the Classroom	Banks, Chps. 9. Pages 202-209. (Case Study) Nieto: Video
March 8	Project Work	
March 18	What is Prejudice: Strategies for Reducing Prejudice in the classroom	Classroom. Video: A Class Divided Article. Stereotyping, Prejudice, and Racism: .
March 20, 22	Topic: Racism, Discrimination, and Expectations of Student Achievement	Assignment: Nieto, Chp. # 3; Annual Editions –pages 167-171-Color Blind to the Reality of Race in America Video: White Teachers: Diverse Classroom
March 25, 27,	Social Class and Educational Equity	Banks, Chp. # 4. Handouts (Something is Wrong Here) Video clips on Jonathan Kozol's Work Annual Editions -Pages 175-179—As Diversity Grows, So Must We (Quiz # 3)
March 29,	Project Day	
April, 1,3,	Gender and Educational Equity	Assignment: Banks, Chp. # 6,8 Review for Exam

April 5	Exam Part 1	
April 8	Linguistic Diversity in Multicultural Classrooms	Assignment: Banks, Chp 12; Nieto, Chp. 6. Annual Editions Article—pages 19-27 , Video clips on working with ELL students .
April 10	Exam Part 2	
April 12	Educational Equity for Students with Disabilities	Assignment: Banks, Chps 13 & 14
April 15	Project Day	
April 17	Culturally Responsive Pedagogy in the Classroom	Annual Editions Articles-pages 217-221 Video (Geneva Gay)
April 24	Service Learning Discussion	Paper Due
April 26,29	Project Work	
May 1,3	Group Presentations and discussions	
May 6	Final Exam	

Class Assignments:

Service Learning Experience:

You are required to provide five hours of service in a community that one may classify as a minority community. You will decide on what type of service you would like to perform but it must be in line with the concepts we are studying in the course. Reflection will be a key component of the assignment; therefore, you will be required to write two papers. The **first** paper will be done before you begin your service. The focus will be on discussing who you are, what you bring to the experience, the misconceptions you have about the individuals being served, and the service learning experience. The **second** paper will be completed at the end of the experience. You will describe what you found out about yourselves; the culture and lives of the individuals worked with, the cultural misconceptions recognized, and revisit your original experience based on what was discovered.

Please keep a log of activities which will be handed in at the end of the experience. Logs must be signed by the supervisor of the experience.

Pedagogical Project

Identify a topic that is currently being debated in society that is relevant to the issues being discussed in this course. Write at least a five-page double spaced paper on the topic focusing on the current research, what society is saying about the topic, the impact it has on schools and what measures would you as a teacher implement to make improvements. (Examples of topics are racism, homeless, school funding policies, poverty etc). Your findings will then be presented to the class in a 15-20 minute presentation

You will also need to think of creative ways to present your findings to your classmates.

This project will be done in groups of four (4).

Cultural Interviews

Identify an individual who is different from you (racially, ethnically, sexual orientation, disability etc). Spend at least two hours interviewing the individual. Focus on how being different has impacted his/her experiences in school. **Your subject must be someone who is between the ages of 18-25, has experienced the school system here in the United States (K-12), and someone who was different in the particular school community. (E.g. An African American in a majority white school). Do not** select someone who is different, but attended a school where the school community is a representation of the

individual. (e.g. African American attending an all black school). You are required to investigate three areas. 1) Peer acceptance and treatment; 2) teacher and staff acceptance/treatment; 3) access to curriculum. You will then compare your subject's school experiences to your school experiences. Your paper must be at **least two pages in length. (Type written, doubled spaced).**

EDFL 260 Pedagogical Project Scoring Guide

Pedagogical Project

Identify a topic that is currently being debated in society from a cultural perspective. (Racism, Poverty, Discrimination, etc). Research the topic to find out what society is saying about it, what impact does it have on schools, and what measures would you as a teacher implement to make improvements. Your research should consist of a field component and the analysis of materials from other forms of texts.

Your research findings should be written in the form of a five-page type written double spaced paper. You will also need to find a creative way to present your findings to your classmates.

- | | | |
|----|---|-------|
| 1. | Included field/text components (5) | _____ |
| 2. | Elaborates on the topic using texts (20) | _____ |
| 3. | States clearly what society is saying about topic through analysis of information collected. (10) | _____ |
| 4. | Discusses plan of action for improvement. (10) | _____ |
| 5. | Bibliography (Uses at least five sources) (5) | _____ |

Total 50 points

Presentation Scoring Guide

- | | | |
|----|---|-------|
| 1. | Presentation gives information a very effective visual and creative way (5) | _____ |
| 2. | Presentation includes accurate information and materials. (15) | _____ |
| 3. | Presentation includes different ways for providing information (5) | _____ |
| 4. | Presentation is easy to understand (2) | _____ |
| 5. | Presentation shows collaboration among team members (3) | _____ |

Total 30 points

NAME: _____

Total Points =80