EDEL 560 Cultural Diversity in Educational Settings

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDEL 560: Cultural Diversity in Educational Settings
Fall Semester 2014

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Day and Time: W.7:30-10:00 PM
Class Location: Hailstones 3
Office hours: Wed. & Fri. 11:00-1:30

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: This course introduces students to various issues embedded within the concepts of diversity, education and a pluralistic society. Students will gain an understanding of how our nation’s classrooms are beginning to reflect the growing diversity of a pluralistic society whose ethnicity, culture, background and needs vary more than any time in our history. The course is designed to help students explore the concepts of multicultural education/diversity and apply them to the teaching process. Students will explore what is meant by culture and multicultural education in terms of race, class, gender, social communication, worldview, school, family, identity, inequality, language, power, politics and religion. The course also helps students to step outside of their “familiar box” and begin to explore their cultural world through different lenses. Students will engage in a Cultural Immersion Experience project, explore multicultural literature, discuss video presentations, and engage in conversations to gain a better awareness and understanding of cultural diversity and schooling in order to become competent culturally responsive educators.


Standards: NMSA 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.

NMSA 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 Objectives/ NAEYC 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. (NAEYC S. 1b; 2a, b, c)
- Examine the concepts of stereotyping, prejudice and discrimination and their relation to the exercise of power in the United States. (NAEYC, 1b; 2a, b, c; 4a)
- Examine issues such as race, class, gender, ethnic origin, religion, disabilities and poverty and their impact schooling. (NAEYC S. 1b; 2a, b, c; 4a)
- Explore and discuss concepts that are part of the debate in multicultural education such as culture, cultural groups, ethnicity etc. (NAEYC S 1b; 2a, b, c)
- Participate in a Cultural Immersion Experience to gain a better understanding of a particular culture. (NAEYC S2a, b, c)
- Develop a multicultural growth plan to show an awareness and understanding of a particular culture. (NAEYC, 4a; 2a, b, c)
- Demonstrate an understanding of how being culturally different can impact our everyday lives. (NAEYC, 1b; 4a; 2a, b, c)
- Gain a deeper appreciation of the opportunities that people of difference present to us as individuals and to the society. (NAEYC, 4a; 2a, b, c)
- Plan teaching activities to demonstrate their understanding of culturally responsive pedagogy and its importance in the teaching/learning process. (NAEYC 2a, b, c; 4b)
- Explore and discuss issues that will enable them to become more culturally responsive.
- Increase awareness of different perspectives from a global and American perspectives.
- Become more conscious of the political nature of education.

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Dates Due</th>
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<td>Immersion Experience</td>
<td>25</td>
<td>Sept. 24</td>
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<tr>
<td>Exam</td>
<td>100</td>
<td>Nov. 12</td>
</tr>
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<td>Multicultural Growth Plan</td>
<td>75</td>
<td>Oct. 29</td>
</tr>
<tr>
<td>Pedagogical Project</td>
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<td>Dec. 17</td>
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<td>Class Participation</td>
<td>15</td>
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<td>Quizzes</td>
<td>30</td>
<td>Sept. 24, Oct 8, Oct 29</td>
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**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
Aug 27 Topic: Introductions, Explanation of Syllabus, Course Requirements etc. Video Self -Reflection / Personal Identity Exercises
Sept.3 Topics: Multicultural Education: History, Goals and Approaches. Assignment: Banks Ch. 3. (Video Nieto) Pages 1-6 Multicultural Education
Sept. 10 Topics: Dimensions of Multicultural Education Global Education /Multicultural Education Assignment: Banks chps. 1 & 2. Project Work
Sept.17 Project Work
Sept. 24 Topics: Culture, Identity, Ethnicity and Learning Race, Diversity and Educational Paradigms
Assignment: Banks chp. 4, 5  
Pages 44-48: Multicultural Education (Quiz # 1)

Immersion Experience paper due: Sharing of Immersion Experience.

Oct. 1  
Topic: Pluralism, Ideology and Educational Reform  
Assignment: Banks chp. 6  
Topic: Cultural Identity and Curriculum Reform  
Assignment: Banks chp. 7  
Pages 61-69: Multicultural Education

Sharing of Immersion Experience.

Oct 8  
Topic: Topic: Prejudice, Racism, Discrimination, and Expectations of Students  
Assignment: Pages. 53-59 Multicultural Education (Quiz # 2)

Topic: Strategies for Reducing Prejudice in the Classroom  
Assignment: Banks chp. 14. Video Discussion

Oct.15  
Topics: Gender, Social Class, Sexual Orientation, and Educational Equity  
Assignment: Pages 98-108: Multicultural Education  
Handouts (Something is Wrong Here)  
Video (David Sadker).

Oct. 22  
Project Work

Oct. 29  
Topic: Language, Culture and the Process of Schooling  
Assignment: Banks Chp. 13.  
Pages 141-153: Multicultural Education (Quiz # 3)

Project Work

Multicultural Growth Plan Due

Video clips on working with ELL students

Nov. 5  
Topic: Developing and Delivering a Culturally Responsive Curriculum  
Assignment: Banks Chp. 10.  
Article by Geneva Gay (2002), Video (Geneva Gay)

Nov. 12  
Exam

Nov. 19  
Topic: Educational Equity for Students with Disabilities

Dec 3  
Project Work

Dec. 10  
Class Presentations

Dec. 17  
Final Exam

Class Assignments:

Cultural Immersion Experience

Students will be required to participate in an unfamiliar culture for a minimum of I hour and then speculate how what they have learned might apply to classroom teaching. The situation selected must be one in which you feel extremely uncomfortable. You must not only observe, but also participate in a group experience, interacting with the group members if possible. Your relationship with the group must not be hierarchical in which there is a power imbalance. You will write a three-page typed double-spaced paper about your experience containing three parts.
1. **Background Information:** You will name the group you spent time with, how you learned of and gained access to the group, when the experience occurred (day, date and time), what it consisted of and the setting.

2. **Personal Responses:** Discuss important information that stood out to you about the cultural group; (compare and contrast with your own culture), how you felt being an outsider to the group; how members of the group treated you and how did the group react to your presence, (whether or not they interacted with you).

3. **Implications for Education:** *(Carries the most weight)* Speculate how being a minority might be problematic for students. What implications for the classroom and the school in general might be drawn from what you have learned? From your experience with this particular group, what are some concerns you may have about the particular group?

Each student will describe his/her experience through class discussion providing highlights of what happened and what he or she has learned.

**Pedagogical Project**
Identify a topic that is currently being debated in society that is relevant to the issues being discussed in this course. Write a **8-page doubled-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.
You will also need to think of creative ways to present your findings to your classmates. (20 Minutes)
This project will be done in groups of four (4).

**Multicultural Growth Plan**
This assignment will help you to become more aware of the various minority cultures in your community. Identify a marginalized culture that you are unfamiliar with and one that you are interested in becoming more culturally aware. Design a plan consisting of 5 activities to show how you are going to improve your knowledge and understanding about the particular culture. Activities can consist of listening to speakers, going to church, visiting information centers, doing community service, etc. **You must begin by writing a short paragraph about your knowledge of the particular culture you would like to study, and why you are interested in studying it.** You will need to keep a log (dates and times) and journal of your activities. Your final product should be presented in a scrapbook including your reflections, pictures of your activities as well as a **concluding paragraph on your growth during this experience.** Your journals for each entry must be **no less than 1 1/2 pages** in length, type written and doubled spaced. Each entry must have a **summary** of the activity and then **reflections on the activity.**

**Scrap Book Format**

**Table of Contents**

**Introduction**
Entry #1 –Title –Date and Time
Summary/Reflections on Experience

Entry # 2 Title –Date and Time
Summary/Reflections on Experience

Entry # 3 Title –Date and Time
Summary/Reflections on Experience

Entry # 4 Title –Date and Time
Summary/Reflections on Experience

Entry # 5 Title –Date and Time
Summary/Reflections on Experience

**Personal Growth During Experience**
EDEL 560 Pedagogical Project Scoring Guide

Pedagogical Project

Identify a topic that is currently being debated in society from a cultural perspective. (Racism, Poverty, Gender Issues, Discrimination, Disabilities etc). Research the topic to find out what society is saying about it, what impact it has 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 an eight-page typed 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 (25) ____________________
3. States clearly what society is saying about topic through analysis of data collected. (20) ____________________
4. Discusses plan of action for improvement. (10) ____________________
5. Bibliography (Uses at least 8 sources) (5) ____________________

Total 65 points

Presentation Scoring Guide

1. Presentation gives information a very effective visual and creative way. (3) ____________________
2. Presentation includes accurate information and materials. (15) ____________________
3. Presentation includes different ways for providing information (10) ____________________
4. Presentation is easy to understand (2) ____________________
5. Presentation shows collaboration among team members (5) ____________________

Total 35 points

NAME: ________________________  ____________________________
________________________  ____________________________