

College of Education

ELED 6370-Education and Ethno-Cultural Diversity

**Spring 2013- January 17-May1
Online**

I. Contact Information

Instructor: Dr. Pamula Hagan
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II. Required Text

Nieto, S. and Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson.

TK20 - All College of Education students are expected to purchase a TK20 password for the purpose of posting assignments. Students who do not purchase TK20 will not receive a final course grade. Caution: it takes time to initiate the TK20 account. You can not buy it one day and post the next. Purchase TK20 at the beginning of the semester so you do not get behind.

III. Helpful Links

Check out OWL Website for APA information, [Purdue OWL: APA Formatting and Style Guide](http://owl.english.purdue.edu/owl/section/2/10/), <http://owl.english.purdue.edu/owl/section/2/10/>
D2L Student Support: <http://www.mtsu.edu/d2lsupport/students/index.shtml>
MTSU's Walker Library Distance Learning Site: <http://library.mtsu.edu/>
University Writing Center: www.mtsu.edu/~uwcenter
MTSU Technical Support: <http://www.mtsu.edu/~itdsupp/helpdesk>

IV. ADA Statement

If you have a disability that may require assistance or accommodation, or if you have a question related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Office of Disabled Student Services (898-2783) with questions about such services.

V. Academic Misconduct

Plagiarism, cheating and any other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular instructional procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination; or to assign as F in the course. If the student believes he or she has been erroneously accused of academic misconduct, and if his or her final grade has been lowered as a result, the student may appeal the case through the appropriate institutional procedures

VI. Course Description

This interdisciplinary course offers a practical and evidence-based overview of the ethno-cultural issues, concepts, and theories that impact teaching practice. Participants will link course content with their professional needs and interests. Course content includes discussions related to: Societal Trends (socio-economic status, gender) Religious Dimensions, Theories of Culture and Education, Defining Literacy, Technological Developments, The Educational System, The Concept of "Culture," Teaching & Training, Race and Ethnicity, Law and Policy, Sociolinguistics, and Global Perspectives. The course intends to further participants' professional understanding of the social dimensions of ethno-cultural diversity that increasingly impact pedagogy.

VII. Course Objectives

The overall objective of the course is to allow students to begin to develop an understanding of the issues of culture and inequality that directly and indirectly affect teaching practice, and to understand diversity in schools and curricula in a socio-cultural context. This content builds on the concepts identified in ELED6010, Teacher as Reflective Practitioner, that identified the need of teachers to critically reflect upon the issues of power and hegemonic assumptions related to the profession. Specifically, this course is designed to enable participants to:

- a) Expand awareness of the social trends and indices of diversity and disparity that impact ethno-cultural issues in schools and curricula
- b) Gain familiarity with the central concepts, theories, and teaching practices that speak to socio-cultural difference and inequity
- c) Raise appreciation of the depth, relevance, and validity of the social factors and issues of diversity (in particular ethno-cultural);
- d) Apply the above competencies to classroom dialogue, writing, and to additional studies throughout the curriculum.

VIII. Course Assignments

There are FOUR major course requirements. Assignments must be turn in ON TIME posted in D2L and/or TK20 by Tuesday midnight.

1. **D2L- Individual Weekly Journals (IWJ) over assigned chapter reading in text-Affirming Diversity.**

- The **IWJ** is to be completed by all students throughout the semester as a weekly individual posting. Post in D2L Discussion Board no later than midnight on Tuesday evenings. Each student is expected to post every week. The post is approximately one page in length. See Course Calendar for due dates.
- Your **IWJ** post should be a critical reflection of our weekly reading, identifying important concepts, quotes, pros and cons, and a personal self-reflection of the issue. Your personal reflection may point out a ‘real life’ example such as: some wording or a picture you identified, management practice you discovered, a comment made by another professional or paraprofessional of children’s competence, or an assessment strategy. It is important NOT to use specific proper names or school names in your example.
- The **IWJ** is designed to be a threaded conversation/discussion between our class students. **YOU MUST RESPOND TO AT LEAST ONE STUDENT POST EVERY WEEK.** Please make this post about a half page long.
- The **IWJ** post is an attempt to use our daily, real-life experiences to point out issues of our diverse populations in order to improve our instructional and management practices on behalf of children.

2. Qualitative Interview of an Educator

- In this assignment you are to interview an educator (or counselor) of a local school. Use the text- Interviewing as Qualitative Research by Irving Seidam to help you create your interviewing questions, analyze, and interpret the data.
- Select an interviewee that inspires you and deals positively with cultural diversity/ multicultural education. Give the date you interviewed and person’s name and school information. Create 8-10 open ended question and interview the educator.
- To present your finding you may select either Option 1 or Option 2 below:
 - 1) Video (sound and picture) the interview and write up a short APA 2-3 page report summarizing your interview and giving your self reflection on what you learn (good or bad) from the interview. Post in D2L.
 - 2) Write up a narrative report which includes your questions and their response. Conclude your paper with a self-reflection of your experience and insights of the interview. Use only APA format. Approximately 7-8 pages and post in D2L.

3. Projects

Pick one project that is Theoretical and one that is Practical in nature.

Each project denotes if it is to be completed individual or in small two person team. Use only APA format (include Title page, Body, and Reference Pages). POST all projects in both D2L and TK20! See Course Calendar for due dates.

Practical Project (Choose only one)

1) Passion Project – Individual Project

- Choose a cultural diversity question that interests you. Research it, using at least 3 tools of inquiry ***other than reading about it in books or the Internet*** (use primary sources such as: interviews, surveys, examination of artifacts, observations)

- Present your findings in a form in which your findings are presented in a format ***other than a written report.*** Instead, create a project that shows your

learning in another manner. Some ideas: a model, a teaching aid, a short story, play or poem, a work of art, a display, a costume, a photo essay. Share your project by taking a picture of your project and upload it in to D2L and TK20.

•Reflect on your learning. Answer the following questions in either PowerPoint or Prezi presentation or a YouTube, or webpage, or in a short essay. (approximately 5-7 pages). Make sure you label and answer all these questions.

- a. What was your question? Did your question change in the process of your research? What was the answer to your question?
- b. What research methods did you employ?
- c. How does your final project reflect what you learned?
- d. What major themes or concepts from the cultural diversity did your research and project address?
- e. What did you learn from doing this project that you can apply to the teaching of cultural diversity in the K-8 classroom?

2) Mini Teacher Work Sample- Two Person Team

This project is designed to be comprehensive and demonstrate your understanding of cultural diversity in your teaching and to show how you can use data to inform improvement of your practice.

You are to create and TEACH one large Lesson Plan. Do your work sample on a cultural diversity/ multicultural education from topics in our textbook. Use our class LP template. Answer the following questions in either PowerPoint or Prezi presentation or a YouTube, or webpage, or in a short essay (approximately 8 pages). Make sure you label and answer all these questions

A. Provide contextual information about the students you teach. This includes:

1. Number of students, ethnic, language, and gender make-up of the class.
2. A physical description of the classroom and community environment.
3. Discussion of any students with special needs and what accommodations and adaptations are made for their learning.
4. Developmental characteristics of the students.

B. An assessment plan that includes pre and post testing of the lesson objectives.

C. A lesson plan that is designed specifically for the context described above. Lesson must include high level learning. Use our class template for the LP.

D. A factual description of how the lesson went. (what went wrong/right)

E. Documentation of learning (pre and post data). Use graphs/charts showing graphically and disaggregated for groups identified in the context. Include your analysis of student learning of specifically three selected children.

F. Self-Reflection of your teaching and learning.

Theoretical Projects (Choose only one)

1) Developing a Manuscript- Two Person Team

Prepare a manuscript describing some aspect of multicultural education and submit for review and possible publication. You do not have to have the paper *accepted* for publication; evidence you have submitted the manuscript for review is sufficient. Use only APA format (include Title page, Body, and Reference

Pages) Approximately 10 pages NOT including references. Have at least 15 references.

2) Content Analysis—Individual

Demonstrate a content analysis of your school’s curriculum regarding multicultural education or cultural diversity. What are ALL your classroom texts saying? What are your goals identifying? What are the activities you observe happening? Is there consistency? Inconsistency? List all your sources in content, compare and contrast your results, make suggestions, and give your personal reflection. Approximately 10 pages NOT including references. Use APA format, include references, and description of your analysis. Have at least 8-10 references.

3) Discipline and Diversity- Individual

Investigate and describe how disciplinary policies and practices affect students of different groups in your school. Look at rates of detention, suspension, and assignments to “special classes or alternative programs in your school/district. Are there an unequal balance number of students from social, race, or gender groups? Approximately 10 pages NOT including references. Use APA format, include references, and description of your analysis. Have at least 8-10 references.

4. D2L Teacher Driven Chapter Discussion (TDCD)

1. Individually respond in D2L to Teacher driven chapter questions. Respond no later than Tuesday night. Post should be approximately 1/2 to 1 page.
2. These discussions are design to be threaded so feel free to respond to other student comments.
3. See Course Calendar for topics and due date.

IX. Course Calendar -All Post due no later than midnight on Tuesdays evening.

Date	This Week Readings	Assignment Due Today
Week 1 1-22-2013	<i>Affirming Diversity:</i> Chapter 1 and 2	
Week 2 1-29-2013	<i>Affirming Diversity:</i> Chapter 3	IWJ- Chapter 1 and 2 post in D2L Discussion Board. TDCD- Read quote on page 40, share your thoughts and post in D2L. (agree/disagree, pro/cons)
Week 3 2-5-2013	<i>Affirming Diversity:</i> Chapter 4	IWJ- Chapter 3 post in D2L Discussion Board. TDCD- Read Snap Shot – Kaval Sethi on page 76. Share your thoughts and post in D2L.
Week 4 2-12-2013		Interview of an Educator Due post in D2L
Week 5 2-19-2013	<i>Affirming Diversity:</i> Chapter 5	IWJ- Chapter 4 and post in D2L Discussion Board. TDCD- State your opinion about Standardized Testing. Use <u>two</u> references to support your opinion. Post in D2L Discussion Board.

Week 6 2-26-2013	<i>Affirming Diversity:</i> Chapter 6	IWJ- Chapter 5 post in D2L Discussion Board. TDCD- Take this Online Multiple Intelligent (Find Your Strengths) test and post your finding and self-reflection on D2L. http://www.literacyworks.org/mi/assessment/findyourstrengths.html
Week 7 3-5-2013	Find a YOU TUBE Video on topics of Affirming Diversity	TDCD -Share/post a affirming diversity YOU TUBE video link and your personal comments in D2L. IWJ- Chapter 6 post in D2L Discussion Board.
Week 8 3-19-2013		FIRST PROJECT DUE post in D2L and TK20.
Week 9 3-26-2013	<i>Affirming Diversity:</i> Chapter 7	TDCD- Read Snap Shot –Page 228 Liane Chang and share your thoughts and post in D2L. TDCD- Draw a picture of yourself (mostly a head shot) and upload it into D2L. Write a short ½ page describing yourself.
Week 10 4-2-2013	<i>Affirming Diversity:</i> Chapter 8	IWJ- Chapter 7 post in D2L Discussion Board. TDCD- Find a YOU TUBE video or a recent article on Nel Noddings-Caring. Share your link and your 1 page reflection on D2L.
Week 11 4-9-2013	<i>Affirming Diversity:</i> Chapter 9 and Chapter 10	IWJ- Chapter 8 post in D2L Discussion Board. TDCD- Create or find a poem that deals with students “voice”. Topics can include: student’s learning or culture or community or success or pride or conflict or leadership or belonging, etc
Week 12 4-16-2013		SECOND PROJECT DUE post in D2L and TK20.
Week 13 4-23-2013		IWJ- Chapter 9 and 10 post in D2L Discussion Board. TDCD- Read the Multicultural Teaching Story on page 371-373. Share your thought and post in D2L.
Week 14 4-30-2013	Last minute catch up in course	TDCD- As I look forward to improving this course, I would like your input on how to make this a better course in the future. Write a short ½ paper. EMAIL this to me (do not post on D2L) Have a great summer!

X. Grade Breakdown

ASSIGNMENTS	Percentage of Grade
Individual Weekly Journals (IWJ)	20%
Interview of an Educator	20%
Two Projects (20% per project)	40%
D2L Teacher Driven Chapter Discussion	20%
TOTAL POINTS	100%

Special Note: Make sure your Project work is posted on TK20, you can not get a final class grade until you post all your work.

Grading Scale- Below C or 69% is unacceptable

93-100= A	90-92=A-	
88-89 = B+	82-87 =B	80-81 =B-
78-79 =C+	72-77 = C	70-71 C-

