

**Central Washington University
The Center for Teaching and Learning
Department of Education
2007 - 2008**

EDCS 431- MULTICULTURAL EDUCATION

Instructor:

Professor:

Office:

Phone:

e-mail:

Office Hours:

COURSE DESCRIPTION:

Race, nationality, minority groups, income groups, urban and rural groups, and methods of teaching and measuring intergroup relations. Formerly ED 431.

PURPOSE OF THE COURSE:

The purposes of this course are consistent with the University's mission, "by teaching we learn"; the Center's mission, "**facilitating learning for a diverse world**"; the department's mission, "the commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skills and dispositions necessary to educate a diverse population." The course, "Multicultural Education," with infusion of the constructivist/sociocultural model of learning, is designed to develop pedagogical abilities and skills in understanding, interpreting, and communicating, in settings with diverse populations. Consistent with these all-encompassing purposes of a public education and specifically with WAC 180-78A-270 (1) a,c,f,i,l,m,o,s,u,v,y,w; NCATE Standard IV.; CTL 1.1; 1.4; 1.10; 1.11 the appropriate state standards are reflected in the course Learner Outcomes.

LEARNER OUTCOMES

Upon completion of this course, successful students will be able to:

1. Demonstrate knowledge of state education reform efforts. WAC 180-78A-270 (1)(a)
2. Describe the foundations of multicultural and culturally responsive education and pedagogy. WAC 180-78A-270 (1)(c)
3. Inquiry and research. WAC 180-78A-270 (1)(f)
4. Incorporate the cultural heritage of the community into the classroom environment through the use of historical, ethnographic and or demographic analysis. WAC 180-78A-270 (1)(f, i, l, u, v)
5. Reflect critically on research findings on constructivism and in the process of facilitating learning. WAC 180-78A-270 (1)(f)
6. Articulate constructivism and its relationship to learning by diverse populations. WAC 180-78A-270 (1)(f, m, o)
7. Explore how culture, ethnicity, gender and personality affect the learning situation and demonstrates ways these social challenges can be constructively accommodated. WAC 180-78A-270 (1)(f, m, o)
8. Explore effective skills in communicating with a school's diverse constituencies including minority parents and colleagues. WAC 180-78A-270 (1)(f, m, o, u)
9. Uses knowledge of the community to plan and manage instruction. WAC 180-78A-270 (1)(s)
10. Identify, select and assesses appropriate school constituencies (such as parents, Educational Service

- Districts, Tribal Councils, and various agencies) as resources to support learning. **WAC 180-78A-270 (1)(s, u, v)**
11. View all school constituencies as interactive, collaborative groups. **WAC 180-78A-270 (1)(u, v)**
 12. Employ effective skills in communicating within school and outside of school constituencies including parents, social agencies, and colleagues. **WAC 180-78A-270 (1)(u, v)**
 13. Describe ways to involve parents and other care providers into the school community. **WAC 180-78A-270 (1)(u, v)**
 14. Use effective group process and communication skills in a variety of settings. **WAC 180-78A-270 (1)(u, v, y)**

REQUIRED TECHNOLOGY, TEXTS AND READINGS:

LIVETEXT Portfolio Software (All students are required to purchase and use this software for artifact collection and assessment)

Noel, Jana. (2005) Developing Multicultural Educators. New York: Longman

Howard, Gary R., (2006) We Can't Teach, What We Don't Know. (2nd Ed.) New York: Teacher College Press.

Gorski, Paul, "The Classist Underpinnings of Ruby Payne's Framework", *Teacher College Record*, 2/9/2006

Ladson-Billings, Gloria, (1995) "But that is just good teaching! The case for culturally relevant pedagogy" *Theory into Practice* 34 (3) Summer 159-165

Mathison, C.& Young, R., "Constructivism & Multicultural Education", *Multicultural Education*. (Summer 1995), 7-10

Montgomery, Winifred, "Creating Culturally Responsive Inclusive Classrooms" *Teaching Exceptional Children*, (2001) V.33, No.4, 4-9

Schuerich, J.J. and Young, M.D. (1997) "Coloring Epistemologies: Are our research epistemologies racially biased?" *Educational Researcher*, 27 (4) 4-16

Ukpokodu, Nelly. "Multiculturalism vs Globalism", *Social Education* (1999), 298-300

ACADEMIC POLICIES, PROTOCOLS & PROFESSIONALISM

University policies, and state and federal laws, inform and support the following class policies, protocols and practices. They are considered obligatory and compulsory for all students enrolled in this class:

Equal Educational Opportunity:

Central Washington University seeks to provide reasonable accommodations for all qualified individuals with disabilities. Accommodations are intended to minimize the functional limitations of a disability and provide the student equal access to the educational process. If accommodations are needed, please contact Disability Support Services 963-2171, so that I may better assist and support you.

Discrimination, Intimidation, & Harassment:

It is the right of all students to equal access to course content in an environment free of prejudice, discrimination, and harassment. This will be respected and upheld. Hatespeak and racist or sexist dialogue and behaviors will not be tolerated. All illegal behavior will be reported to the proper university and municipal authorities.

Professional Participation

All students are responsible for actively participating in all classroom and assigned activities in a positive, sensitive, and contributory manner. The nature of the course requires that each student be treated with respect, dignity, and sensitivity. All students' professionalism will be evaluated and graded based on their adherence to established class norms, expectations and professional participation.

Attendance Policy

Prompt attendance is compulsory and an indicator of professional disposition. There are no excused absences. Failure to attend will be reflected in points allotted for professionalism and participation.

Late Assignments:

Late assignments will NOT be accepted or graded, once deadlines have been established. A hardcopy, of your assignments (unless otherwise directed) must be provided to the instructor by the assigned time. There will be no exceptions.

LiveText:

One artifact, as designated by and when directed to, by this the instructor, must be placed in your professional electronic portfolio for review and assessment purposes. Failure to do so will result no credit (0 points) given for the assignment.

Academic Integrity

All cheating, plagiarism and forgery will be referred for disciplinary action and will automatically result in a failing grade for the course.

You are obligated to cite all electronic or bibliographic references for works that are not authored by you. Use the format outlined by the APA (American Psychological Association)

PERFORMANCE INDICATORS

To demonstrate their ability to effectively address the Learner Outcomes students will:

Actively and professionally participate in and contribute to each class and all cooperative group activities.

L.O. 1 – 14 (20 points)

Write a 1 page reflective paper/letter to the author(s) focusing on personal understandings of and reaction to initial assigned readings. L. O. 2, 5, 7 (10 points)

Conduct an anecdotal demographic interview of a student(s), racially, ethnically and culturally different than yourself, from the School District you hope to student teach or teach in. L.O. 4, 5, 7, 8, 9, 10, 11, 12, 14 (20 points) (Place final reviewed findings and reflections on LiveText, when directed to do so, by the instructor)

In cooperative groups, create and present an informational packet for new or first teachers that addresses culturally/ethnically specific data that will assist that teacher in understanding the home culture of, communicating with, and developing a culturally responsive learning environment for diverse learners. This is one of the first stages of an instructional planning L.O. 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 (30 points)

Develop an original and creative instructional activity that is culturally responsive and appropriate for your planned grade level area and/or specific content area.. L.O. 1, 2, 4, 6, 7, 8, 9, 13 (20 points)

GRADING

A (100-96 points) B+ (89-87 points) C+ (79-77 points) D+ (69-67 points) F (59-0 points)

A- (95-90 points) B (86-83 points) C (76-73 points) D (66-63 points)

B- (82-80 points) C- (72-70 points) D- (62-60 points)

INSTRUCTIONAL METHODS AND ACTIVITIES:

The methodologies will evolve from a seminar approach, with the intent of promoting and developing the concept of a “community of learners” in a diverse world. Instructional practices will include direct instruction, topical discussion, lecture, collaborative and individual active learning activities and presentations, film, and the promotion of creative curricular approaches including the use of emerging communicative and

instructional technologies by instructor and candidates including PowerPoint, e-mail, the World Wide Web, online research and the use of LiveText. There will be group and individual assignments, both inside and outside of class.

Date	Topic	Readings Completed	Assignment Due	
Week 1	Introduction - Diversity Video- Banks			
Week 2	Stereotyping, Prejudice, Racism Video – Elliott Discussion	Howard Text Noel- Ch. 2 Schuerich article Gorski article	Letter To Author	
Week 3	Foundations of MCE Elements of Culture; Elements of Community Lecture	Noel - Appendix Noel – Ch 1 Noel – Ch 3		
Week 4	Field Work – Out of Ellensburg Anecdotal Interview			
Week 5	Education Learning, Cultural Context & Competence Group Discussion	Noel – Ch. 4 Noel - Ch. 5 Mathison & Young article	Anecdotal Interview	
Week 6	Elements and Approaches to MCE Activity - Discussion	Ukpokodu article		
Week 7	Culturally Responsive Teaching Lecture – Discussion Video- OT	Montgomery article Ladson-Billings article		
Week 8	Anti-Biased, Anti- Racist, Anti-Sexist Curriculum; Discussion/Group Activity	Sleeter- Textbook Analysis Handout		
Week 9	Assessment and Culturally Diverse Learners; Discussion/ Group Activity			
Week 10	Group Presentations		Fact Packs	
Week 11	Final Mtg		Instructional Activity	

References:

- Banks, J.A. (Ed.) (1996). *Multicultural education, transformative knowledge, and action: Historical and contemporary perspectives*. New York: Teachers College Press.
- Banks, J.A. and Banks, C.A.M. (Eds.) (2001). *Multicultural education: Issues and perspectives*. (4th ed.) Needham Heights: Allyn & Bacon.
- Banks, J.A. and Banks, C.A.M. (Eds.) (2004). *Handbook of research on multicultural education*. (2nd ed.) New York: MacMillan.
- Bennett, C. I. (2006) *Comprehensive multicultural education: Theory and practice (6th ed.)*. New York: Prentice Hall.
- Cleary, Linda M. & Peacock, Thomas D. (1998) *Collected wisdom: American indian education* Boston: Allyn & Bacon
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools the work*. San Francisco: Jossey-Bass
- Delpit, L. (1996). *Other peoples children: Cultural conflict in the classroom*. New York: New Press.
- Diller, J. and Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thomson Wadsworth
- Dunn, R.S. and Griggs, S.A. (1995). *Multiculturalism and learning style: Teaching and counseling adolescents*. New York: Praeger Publications
- Farr, B. and Turnbull, E. (1996). *Assessment alternatives for diverse classrooms*. Norwood, MA: Christopher-Gordon Publishers.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press
- Hollins, Etta R. & Oliver, Eileen I. (eds) (1999) *Pathways to success: culturally responsive teaching*_NJ: Lawerance Erlbaum
- Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.) (1998). *Beyond Heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development*. Washington D.C.: Network of Educators on the Americas
- Multicultural Think Tank (2002) *Call to action*_ Olympia: Unity Project-OSPI
- Sleeter, C. E. and Grant, C. (2002). *Making choices for multicultural education: Five approaches to race, class, and gender*. New York: Glencoe/McGraw Hill.
- Smith, G. P. (1998). *Common sense about uncommon knowledge: The knowledge bases for diversity*. Washington D.C.: AACTE
- Wlodkowski, R.J. and Ginsberg, M.B. (1995). *Diversity and motivation: Culturally responsive teaching*. San Francisco: Jossey-Bass Publishers
- Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press

