



EDSC 445g: Multicultural Education/ESL

Professor:

Phone:

Email:

Office:

Office Hours:

READ THE SYLLABUS

Empowering the student through knowledge, preparation, and ethics

The mission of the School of Education at UVU is to empower candidates to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in elementary and secondary schools as well as prepare them for further career choices and advancement. Graduates of the School of Education understand the centrality of the student in all of their studies. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction in pedagogy, content, and professional ethics, diversity, community experiences, field work and clinical practice, reflection and decision making, and technology opportunities. Candidates acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

COURSE DESCRIPTION & OBJECTIVES:

How do teachers realize a democratic education for all children? First, teachers must learn to move away from the view of “difference as deficiencies” which continues to be prevalent in U.S. public schools. As we have become increasingly aware of the value and strength of diversity in our world, we become increasingly aware of the need to be more reflective of our role as educators in the classroom. A growing body of literature and experiences can guide us through this endeavor—but it implies a commitment on our part that is both personally and professionally demanding. The journey ought to be commended and ought to be shared in a safe and honest setting. Thus our goal this semester will be to embrace and analyze an experience of multicultural education and create a community of learners responsible for understanding the world we are committed to changing. In addition, this class will introduce teachers to the teaching of English as a second language not only for linguistic development, but for cognitive, academic and social development as well.

As we delve deeply and critically into issues of race, privilege, and power, upon the completion of this class participants will be able to meet the following objectives:

1. To analyze the basic curricular, pedagogical, and personal components of multicultural education
2. To discuss the differing ideologies and paradigms that guide multicultural education
3. To evaluate our own identities, biases, and position in the curricula and schooling experience

4. To discuss a new knowledge base and skills in the creation of multicultural curricula and practice
5. To discussion and analyze effective strategies, methods and materials for teaching English language learners.

Thus, this course seeks to introduce prospective teachers to curriculum and pedagogy issues relevant to race, religion, primary language, gender, and socio-economic class differences.

Global / Intercultural (G/I)

This class has been designated a G/I course. Global/Intercultural understanding should be considered and explored from a variety of perspectives. Courses satisfying the requirement will articulate and examine the perspectives, experiences and concerns of individuals and groups representing cultures other than one's own. This articulation and understanding should be integrated throughout the course content. Such understanding and appreciation will both enhance the educational experience of students and facilitate their preparation to participate as active, informed, respectful citizens.

By implementing the Global/Intercultural requirement, the University underscores its commitment to valuing global/intercultural issues, backgrounds, traditions, perspectives, and experiences. Utah Valley University recognizes that fostering an intercultural learning curriculum is an essential element of higher education. This course therefore will address the following objectives and trait.

G/I Objectives

1. To analyze and evaluate global or intercultural issues.
2. To discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
3. To evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.

G/I Trait

4. To interrelate respectfully with individuals representing cultures and perspectives other than one's own.

REQUIRED TEXTS:

Michie, G. (1999). "Holler if you can hear me". Teachers College Press. New York.

There will also be article readings for this class instead of a textbook. You can find the articles on the UVU-Library-Electronic Reserve page. Part of these readings will include:

- Chapters from Richard-Amato, P. (2010) *Making it Happen*. (This book deals with strategies to teach ESL students.)
- Articles that will be the bulk of the readings this semester dealing with issues of Multiculturalism.

Optional

In addition, I would recommend you check out Herrell and Jordan (2007) *50 Strategies for Teaching English Language Learners*. This is an activities book that has ideas on how you can teach content material to students who don't speak English as their first language.

INTASC (Interstate New Teacher Assessment and Support Consortium) STANDARDS FOR NEW TEACHERS: (The standards in bold are ones addressed in this course)

- 1) **Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

- 2) **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
- 3) **Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- 4) **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
- 5) **Innovative Applications of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
- 6) **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.
- 7) **Planning for Instruction:** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- 8) **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
- 9) **Reflection and Continuous Growth:** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professional in the learners community), and adapts practice to meet the needs of each learner.
- 10) **Collaboration:** The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

COURSE REQUIREMENTS: (The numbers in brackets are corresponding to the above course and G/I objectives respectively.)

Class participation and attendance: 10% - [Course: 2, 4, 5]; [G/I: 1,2] READ THIS SECTION. IF YOU HAVE ANY CONCERNS OR QUESTIONS ASK ME NOW.

Attendance is important both for developing an understanding of these complex issues and for creating a community of learners that is investigating a crucial educational component. Class sessions include short lectures, small and whole-group discussions, and student activities and presentations. Classes are designed for *active* participation and students are expected to come to class *on time* and *prepared* to discuss the assigned material. Student participation is essential in order to accomplish the goals of this course; thus, attendance in class is required. Please let me know if you will be unable to attend class. If you cannot make it to a particular class, please e-mail me (waitebr@uvu.edu) to make sure you are aware of any important information or assignments.

You will have **1** “free” days during the semester that you can miss and no questions will be asked. If you miss **2** days, you have the option of making it up or automatically losing 5% of your final grade. If you chose the “make up” option it will entail a 2-3 page reaction paper much like the ‘reaction paper’ assignment below. The topic of this paper will be on the topic of the day you missed and you will need to use the readings from that day as your sources in the paper. You will need to come in and council with me before you write this

paper. I will NOT be responsible for scheduling this meeting, that is on you. If you do not come in to my office to meet I will automatically take the 5% off your final grade.

On the third absence, if there is one, **you will need to come in** and council with me again. Again, **it is your responsibility to schedule this meeting with me.** On this absence you will lose 10% of your final grade, no option. So if you are sitting at a 90%, this one absence will take you down to a B- (80%), and remember you have to have a B- to pass this class. In addition to losing 10% you will need to write another reaction paper, 2-3 pages as described above, on the topic of the day you missed. **IF YOU MISS 3 OR MORE**

DAYS I WILL NOT GIVE YOU A B- OR ABOVE AND YOU WILL HAVE TO RETAKE THIS CLASS. It is an expectation that you make a conscious choice to thoughtfully engage on a daily basis: You cannot do this if you are regularly absent or neglect to do the readings and assignments before class. Like this course, teaching in today's schools and meeting the needs of a diverse student population requires informed, engaged citizens.

Just because you miss a day does not mean you can't still do the reading response. If you do, you will get credit for it. For every day there is no reading response you will lose a point. There are NO freebees for this one. So, if you chose not to do the reading and you miss a day you will lose two points, so I highly recommend doing the reading response and just bring it with you the next day you come to class.

3 P's: With this in mind, you will be providing daily evidence on "Three P's"; *Punctuality, Preparedness and Participation*. Each day readings are due you will come to class on time (*punctuality*) with an approximately ½ page paper. The paper can be single- or double-spaced, and does not need to follow APA format. There are three things this paper should contain each week: 1) At the top of the paper I want you to TYPE, not write, one of the following phrases: "Yes, I did all the readings this week" or "No, I did not do all of the readings for this week" (you will loose points if you do not do all of the readings for the week); 2) Next your paper will have an overview or response to the readings due that day. This portion of the paper must be TYPED and it gives evidence you came to class with the readings and assignments completed (*preparedness*), and whether or not you are ready and willing to engage in class verbally, physically, or as an active listener. 3) Finally, during class you will take notes on the presentations and activities. They are to be written on the other half of the paper you brought to class (*participation*). This paper is to be handed in at the end of each class period. **THUS, YOUR PAPER WILL HAVE THE FOLLOWING THREE COMPONENTS:**

- 1) ONE TYPED SENTENCE INDICATING THAT YOU DID OR DID NOT DO ALL OF THE READINGS FOR THAT WEEK.**
- 2) A SUMMARY OF YOUR REACTIONS TO THAT WEEKS READINGS – TYPED.**
- 3) YOUR WRITTEN NOTES FROM CLASS FOR THAT DAY.**

VERY IMPORTANT: I TAKE ROLE BY WHETHER OR NOT YOU TURN IN A WEEKLY REFLECTION AND YOUR DAILY NOTES. IF YOU DO NOT TURN THIS IN, YOU ARE CONSIDERED ABSENT THAT DAY. IT IS NOT MY RESPONSIBILITY TO KEEP TRACK OF WHAT DAYS YOU DID OR DID NOT TURN ON OF THESE IN. AT THE END OF THE SEMESTER IF THERE ARE 3 DAYS WITHOUT CHECK MARKS ON THEM, YOU DO NOT PASS THE CLASS WITH A B- OR BETTER.

I HIGHLY RECOMMEND YOU COME SEE ME SOMETIME TOWARDS THE END OF THE SEMESTER TO SEE WHERE YOUR ATTENDANCE / PARTICIPATION GRADE IS AT. THAT WAY IF THERE IS ANY CONFUSION OR IF I MISSED SOMETHING WE CAN CLAIIFY IT BEFORE GRADES COME OUT.

Cultural Presentation / Artifact: [Course Obj: 3]; [G/I: 2, 3] 0%

This assignment does not have any points associated with it, but will be required. On the day of the cultural presentations you will come prepared to talk about your own cultural background and traditions. These will be about 5 minutes and I will give you much more detail on this assignment in the coming weeks.

ABC's of Cultural Understanding and Communication Project: [Course Obj: 1, 2, 3]; [G/I: 1, 2, 3, 4] 30%

This assignment is the “key assignment” for both the G/I requirement as well as your School of Education portfolio.

YOU MUST SUBMIT THE ‘C’ PAPER ASSIGNMENT ON CANVAS AS WELL AS TURN IT IN TO ME

This project is based on a model developed by Patricia Schmidt (1998) that is designed to help future teachers become culturally sensitive, so that they might begin to think about ways to communicate and connect with students and families of diverse backgrounds. The project consists of three parts (you will receive much more detailed guidelines in class).

Part 1 consists of writing your **autobiography** (3 pages). It should include **key life events** related to education, family, religious tradition, recreation, victories, and defeats. The purpose of this task is to become aware of your personal beliefs and attitudes, setting the stage for learning about another person's life story. Pay close attention to the ways your schooling experiences influence the ways you understand the definitions of normal and abnormal behavior in American society.

Due: See Calendar

Part 2 consists of writing a **biography** (3 pages) of a person who belongs to a culture believed to be different from your own (choose a person other than a friend or family member). Your task is to write a biography of the person, from unstructured interviews that include **key life events** related to education, family, religious tradition, recreation, victories, and defeats. You will most likely need to interview this person several times during the semester in order to clarify your thinking, check facts, and to collect background information about the person's educational experiences and life outcomes. **DO NOT CHOOSE SOMEONE YOU KNOW (I.E., FRIEND OR FAMILY MEMBER)**

The first thing I want you to write on the ‘B’ paper is how this person is culturally different than you (i.e., race, sexual orientation, etc.). Lay it out for me right from the beginning.

Due: See Calendar

Part 3 consists of writing a **cross-cultural analysis** (5 pages), which explains your thoughts about the similarities and differences discovered. It is through this analysis that you should begin to construct awareness of your own perceptions regarding race, class, gender, and related social issues. Pay close attention to the ways these differences can be explained through the differences in your educational experiences.

Due: See Calendar

PLEASE READ THE “ABC GUIDELINES” DOCUMENT WHICH EXPLAINS IN MORE DETAILS WHAT I EXPECT ON THESE PAPERS. MAKE SURE TO PAY PARTICULAR ATTENTION TO THE ‘C’ PAPER EXPLANATION!! THERE ARE IMPORTANT DIFFERENCES BETWEEN THE ‘A’ AND ‘B’ PAPERS AND THE ‘C’ PAPER. ONE IS YOU WILL NEED A REFERENCE PAGE FOR THE ‘C’ PAPER BECAUSE YOU WILL BE MAKING CONNECTIONS TO THE LITERATURE (AT LEAST 5 REFERENCES).

Informal Lesson Plan Ideas on Topics from Class: [Course Obj: 1, 2, 4]; [G/I: 1, 2, 4] - 15% - For this you will be turning in informal ideas that you come up with in groups throughout the semester. As we talk about different topics, we will dedicate days to examine the practical implications of these topics. We will get into groups and think of ways to implement them into your future classroom. You will fill out handouts I will give you with your group and turn them in on the days we do this. More information on this assignment will be given later on.
THERE IS A DOCUMENT ON CANVAS CALLED “A ACTIVITY EXAMPLES” – THIS IS FULL OF DIFFERENT TEACHING ACTIVITIES YOU COULD USE FOR THIS ASSIGNMENT.

Reaction Paper – [Course Obj: 1, 2, 4]; [G/I: 1, 2, 4] - 15% – (One 2-3-page paper). This paper will be a constructed reaction paper. The details of this reaction paper are online on our Canvas page – in the ‘assignments’ folder. This paper will be a brief response or reaction to an issue discussed in class and you will need to reference the weekly readings and class discussions and **must** include APA citations. See calendar for due date.

ESL Strategies presentation: [Course: 4, 5]; [G/I: 2, 3] - 15%. This assignment will be something you do in groups and will be a presentation and a **short write-up**. Towards the end of the semester we will turn our discussion to one diverse group in particular – those students who do not speak English as their first language. During this time we will discuss various strategies that you can use to teach content and make it comprehensible to these students. At the end of these discussions you will prepare a 15-20 minute “mini-lesson” and your group will present it to the class. **Each group will turn in a 1-2 page write up / lesson plan of this idea and how you connected it to the content you teach as well as the core standards. You should have a procedures section of the lesson (doesn’t have to be a formal UVU lesson plan, but I do want to see a lesson plan of sorts). Also, make sure you reference this paper and tie it into the readings – especially from Richard-Amato. To get full points you need APA formatted references and a reference page. Also, to get full credit you must have a “so what” section in this paper. What does your idea have to do with ELLs? How will it help them? Etc. . . If you do not participate in the preparation and writing of the paper with your group, you will NOT receive credit for this assignment.**

FINAL PROJECT: [Course Obj: 1, 2]; [G/I: 1, 2, 4] - 15%:

You have three options for your final project. Choose one and let me know which one you are choosing.

Option 1:

Book Report: Each of you will chose a short book to do a book report on. The book will be multicultural in nature and I have given you a list from which you can choose (it is online on our classes' Canvas page). You may also choose your own as long it is approved by me. There are three parts to this assignment:

- You will first write a brief synopsis of the book, making connections to your multicultural perceptions, comment on how this book adds to your current knowledge base on the subject, and discuss how what you have learned my affect you as a future teacher.
- For the presentation you must:
 - Have a PowerPoint
 - I also want you to make a ½ - 1 page summary of the book to pass out to your fellow classmates. This can be in bullet point format if you like. Pass this out at the beginning of your presentation. The reason for this is so that everyone in class can have a portfolio of 25+ books on multicultural education, but each of you only needs to read one book. **IF YOU DO NOT MAKE ONE OF THESE YOU LOOSE ONE OUT ON FIFTEEN POINTS.**
- Finally, you will give a 7-8 minute oral presentation on your book review for the class. These presentations will occur at the end of the semester. The presentation needs to be about 4 minutes of what the book was about and 3-4 minutes of “so what” and connections to the class readings and topics as well as what it means for you as a future teacher.
- **THE WRITE-UP SHOULD BE 1 PAGE OF BOOK SUMMARY AND 2 PAGES OF ‘SO WHAT’. I WILL TAKE POINTS IF THE SUMMARY IS TOO LONG.**

I will be giving you more details on this assignment later on.

Option 2:

Photojournalistic Project: Combine writing and photography to observe or record an event or theme related to the course. You may want to identify objects, signs, advertisements, etc. that promote bias or oppression or research a topic through the use of photography. Take photos and include captions. You may want to go to a cultural festival or event and record the event through photos (do not take photos at religious events or places where participants may not feel this is respectful). You may want to take some of the major course themes and illustrate them through photography. You should plan on have at least 12 pictures to go along with your topic / paper. If you are in doubt regarding your idea, come and talk to me!

Include a reflection of the activity (2-3 pgs). What did you learn? What were your challenges? This reflection will be APA and have references (at LEAST 3) to readings from the class. Your paper part of this assignment should include the following sections:

- **Introduction**
- **Overview of your photojournal project**
- **Connections – connect your project to themes from class**
- **So What – what did you learn and what does that have to do with our class**
- **Conclusion**

You will also prepare a PowerPoint presentation 7-10 minutes sharing what you found and learned and connecting it to class topics and your future teaching. 4 minutes of showing the pictures and talking about the event. 3-4 minutes of connections to class and teaching.

Option 3:

Survey/Mini Research Project **:

The third option for this final assignment is to design a mini research project. This can consist of creating a survey and/or interview to give to people you know (neighbors, family, friends, co-workers, etc.). You want to be able to determine, based on what you ask, what people’s feelings are towards topics of our class. Come talk to me if you are interested in this option and I can help you develop you idea.

For this assignment you will write a 2-3 page paper and present a 7-10 minute presentation just like the other options. Your paper outline should look like this:

- **Introduction**
- **Literature Review – here you will connect your ideas to the articles we have read this semester and it should be in APA format. At least 3 different references.**
- **Methods – how did you set up your study, create and administer your survey, etc.**
- **Results**
- **Implications / So what**
- **Conclusion**

****If you chose this option you will need to do a couple of things for IRB. First you must complete the CITI training online at:**

<https://www.citiprogram.org/Default.asp>. You can access this through www.uvu.edu/irb and go to irb training. Next you will need to fill out a ‘class waiver’. You can find this form on www.uvu.edu/irb and click on the forms tab and then click on ‘class project waiver’. This assignment is exempt from IRB but you have to fill out a waiver form saying it is. Finally, for everyone you talk to for this project, you should give them the ‘class project letter of introduction’ which explains to them that this project is just for class use and will not be published. You can find this form on our Canvas page. You MUST do this prior to completing the project!!

The following is a chart which shows how the InTASC and TESOL standards are met through each assignment:

Course Requirement	InTASC	SPAS – TESOL (D = Domain / S = Standard)
ABC Project	1, 2, 9	D 2: S 2
Discussion Questions	2, 3,	D 2: S 2
Reaction Paper	2, 9	D 2: S 2
ESL Strategies Presentation	1, 2, 3, 7, 8	D 1: S 1.b. / D 3: S 3.a, 3.b., 3.c. / D 5: S 5.a.
Book Report	2, 9	D 2: S 2

Summary of grading criteria:

- Attendance and participation – 10 points**
- ABC’s Project – 30 points**
 - ‘A’ paper 5 points**
 - ‘B’ paper 5 points**

'C' paper	20 points
Reaction Paper -	15 points
Informal Practical Ideas for MC -	15 points
ESL strategies presentation -	15 points
Final Project -	
Presentation: 5%	
Paper: 10%	15%
TOTAL:	100 points

PAPER GUIDELINES:

ALL PAPERS should be typed with Times Roman 12 point font. Please look at APA writing format (which is standard in field of Education research) and begin to familiarize yourself with it. Part of this includes proper references of citations, correct structuring of the reference page and numbering each page. Every paper you turn in should have appropriate references from the class readings or outside readings which help support your arguments. Let me know if you have any questions.

COURSE POLICIES:

Suggestions of how to be a successful student: Taken from UVSC Students' Rights and Responsibilities Code, Section VII-A, B, Academic Responsibilities)

- 1) Each student is expected to take an active role in the learning process by meeting course requirements as specified in the written syllabi.
- 2) Each student is required to display appropriate conduct in classroom situations, which will enhance the learning environment.

Classroom Rules:

- 1) **Cell phones.** There will be NO cell phones in my classroom! I DO NOT want cell phones going off in my class or being used in any way, shape or form. This includes phones ringing, phones being answered in my classroom, or any TEXT MESSAGING whatsoever. Turn your phones off, put them in your bags or pockets and do not look at them again until my class is over. If you have an emergency and need to have your cell phone on, TALK TO ME BEFORE CLASS and explain the situation to me. Then you may have your phone on vibrate. I may or may not say anything to you if I see someone using their cell phones. HOWEVER, I will make note and take points away from your "professionalism" grade if I see you.
- 2) Also, because of past events I have had to be more strict with the use of computers in my classroom. I'm a realist and understand that we are a technological society; however, there is NO need to be checking email or surfing the net during class. Too many of my students have their notebooks open in order to "take notes" or "follow along with the powerpoint", but are in fact abusing that privilege. If you use your computer for actually taking notes or following along with the powerpoint then we are good. However, if I see that you are using your computer for inappropriate use, I will ask you to close it up for the rest of the semester. The same as mentioned above with cell phones and your professionalism grade applies here as well.
- 3) Please do not work on assignments from other classes while in my class. Please set aside 2 hours and 30 minutes a week that you will dedicate to participating in this class.

Late Work Policy

Your work is due when indicated on the syllabus. If you turn in a paper or assignment late, but within 2-3 days of the due date, I will deduct 2 points from it. Any papers or

assignments turned in after 3 days of the due date will receive half credit. I will accept no late work beyond 10 days of the due date.

Students with Disabilities

If you have any disability which may impair your ability to successfully complete this course, please contact the Accessibility Services Department (room BU-146). Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

Academic Dishonesty

This course upholds the Students' Rights and Responsibilities Code, Section VII-D, "ACADEMIC RESPONSIBILITIES."

You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. IF YOU ARE INVOLVED IN ANY FORM OF ACADEMIC DISHONESTY YOU WILL RECEIVE A GRADE OF "ZERO" FOR THAT ASSIGNMENT OR EXAM. IF YOU ARE INVOLVED IN ACADEMIC DISHONESTY MORE THAN ONCE, YOU WILL BE DROPPED FROM THE PROFESSIONAL PROGRAM.

WEEKLY SCHEDULE:

PLEASE COME TO CLASS PREPARED TO DISCUSS THE READINGS LISTED ON A GIVEN DAY

Week 1: Aug. 27 & 29

- Introductions / Getting to know you activity
- Syllabus / Assignments
- Introduction to Multicultural Education / What is multicultural education? / Why do I need a course in multicultural education?

27th: Meet in class and go over syllabus

29th: One on one interviews with professor in his office. Please sign up first day of class.

Week 2: Sept. 3 & 5

3rd:

- Culture: What is culture? What is diversity? What is prejudice?

Powerpoints:

- Introduction
- Culture, Diversity, Prejudice

COME TO CLASS HAVING READ:

- **Banks, J.** (Brandt, R.) (1994). On Educating for Diversity: A Conversation with James A. Banks. *Educating for Diversity*. V 51. N. 8. Pp. 28-31

- **Banks, J.** (2010). Multicultural Education: Characteristics and Goals. In Banks, J., Banks, C. (Ed.). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons, Inc.

5th:

- Habitus / Cultural Capital / Trajectory / Standpoint
- Terminology surrounding multicultural education
- Defining Multicultural Education

Powerpoints:

- Habitus, etc.
- Metaphor_Waterfall

COME TO CLASS TODAY HAVING READ:

- **Lester** (1994). Who Gets a Seat at the Table. In *The Future of White Men and Other Diversity Dilemmas*. Red Wheel & Weiser.
- **Michie, G. Ch. 1: “Room to Learn” and “Tavares”** in *Holler if you can hear me*

Homework: Bring in an artifact or “cultural item” from your culture to go with your “habitus, cultural capital, etc.” presentation. DUE NEXT TIME.

Week 3: Sept. 10 & 12

10th:

- Cultural Artifact presentations

COME TO CLASS TODAY HAVING READ:

- **Michie, G. Ch. 2: “...”** in *Holler if you can hear me*
- **Michie, G. Ch. 3: “...”** in *Holler if you can hear me*

12th:

- **Debate:** “Should Issues of Cultural Diversity (i.e., race, class, ethnicity, gender, etc.) be taught and/or discussed in school?”

COME TO CLASS TODAY HAVING READ:

- **Halford, J.** (1999). *A Different Mirror: A Conversation with Ronald Takaki*. Educational Leadership, v56 n7 p8-13
-

Week 4: Sept. 17 & 19

17th

- **Pedagogy and Power** – Code of Power in Education
- **Equity vs. Equality**
- **Curriculum** and multicultural education
- **Issues of Race**

Powerpoints:

- Equity vs. Equality
- Critical Theory, Pedagogy, and Power

COME TO CLASS TODAY HAVING READ:

- **Fairbrother, A.** (1998). Check out the real America: many hued, many tongued, and many storied. *English Journal*, 88 (2), 57-61.
- **Michie, G. Ch. 4 & 5:** “The Story of Their Lives” and “Nancy” in *Holler if you can hear me*

19th:

- **Privilege: Racial, Sexual Orientation, Ability, SES, Gender, etc...**
- **Video:** “True Colors”
- **Video:** “Freedom Writers” clip & Primetime piece on “Freedom Writers”

COME TO CLASS TODAY HAVING READ:

- **READ ONE OF THE FOLLOWING NOT BOTH**
 - **McIntosh, P.** *(1989, July/August). “White Privilege: Unpacking the Invisible Knapsack”. *Peace and Freedom*, 10-12.
 - **Holloday, J.**
- **READ ONE OF THE FOLLOWING NOT BOTH:**
 - **Williams, L.** (2007). The Constraint of Race. In Rothenberg, P. (Ed.). *White Privilege*. Worth Publishers. (Read Chapter 6).
 - **Johnson, A.** (2005). “Privilege, Power, & Difference”. McGraw-Hill Humanities/Social Sciences/Languages. (Read Chapter 2).

Week 5: Sept. 24 & 26

24th:

- The myth of ‘Color Blindness’
- Issues of Race & Ethnicity

Powerpoints:

- Issues of Race, Ethnicity...

COME TO CLASS TODAY HAVING READ:

- **Watch this clip as part of the reading for today:**
<http://www.youtube.com/watch?v=J3Xe1kX7Wsc>
- **Wise, T.** (2010). “The Reality of Racial Disparities”. In *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*. City Lights Publishers.
- **Gorski, P.** (2012). “Complicating White Privilege”. <http://www.EdChange.org>

26th:

- “**Blink**”
- Stereotyping

Powerpoints:

- Blink

COME TO CLASS TODAY HAVING READ:

- **Steele, C.** (2010). “An Introduction: At the Root of Identity”. Ch 1 in *Whistling Vivaldi*. W.W. Norton & Co. New York.

- Gladwell, M (2005). “The locked Door: The Secret Life of Snap Decisions” Ch 2 in *Blink: The Power of Thinking without Thinking*. New York: Little Brown and Co.
- Gladwell, M (2005). “The Warren Harding Error: Why We Fall for Tall, Dark, and Handsome Men.” Ch 3 in *Blink: The Power of Thinking without Thinking*. New York: Little Brown and Co.

Homework:

- **AUTOBIOGRAPHY PAPER – FROM ABC PROJECT – DUE!! – BRING TO CLASS – Sept. 26th**
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Week 6: Oct. 1 & 3

1st:

- **“Let’s take a break” – discussion questions (in my MC Sec folder)**
- **Put it into practice day**
- **We will spend today in groups discussing ways we can put into practice the things we have talked about so far. More details will be provided in class.**

Powerpoints:

- Week 5 Let’s Take a Break: Multicultural Education in Practice

COME TO CLASS TODAY HAVING READ:

- Gorski, P.C. (2001). “Transforming Myself to Transform My School.” www.edchange.org/multicultural/papers/edchange_10things.html

3rd:

- **Class issues** and multicultural education
- **Video**: “Children in America’s Schools”

Powerpoints:

- Class Issues and Multiculturalism

COME TO CLASS TODAY HAVING READ:

- **Kozol, J.** (1991). “Life on the Mississippi”. In *Savage Inequalities: Children in American Schools*. Harper Perennial.
-

Week 7: Oct. 8 – CLASS WILL NOT BE ON THURSDAY THIS WEEK – FALL BREAK

8th:

- Challenging the Center: **Centrism**
- **Class issues** and multicultural education

Powerpoints:

- Class Issues and Multiculturalism
- Centrism

COME TO CLASS TODAY HAVING READ:

- **Gorski, P.** (2008). The Myth of the ‘Culture of Poverty. *Poverty and Learning*, V 65, N 7.
 - **Stuart, E.** (2010). “Legislature looking into how to equalize tax funding between rich and poor school districts. *Deseret News*. Oct. 24, 2010.
-

Week 8: Oct. 15 & 17

15th:

- **Put it into practice day**
- **We will spend today in groups discussing ways we can put into practice the things we have talked about so far. More details will be provided in class.**

COME TO CLASS TODAY HAVING READ:

- **Michie, G. Ch. 6 “No Zombies Allowed” and “Paloma”** in *Holler if you can hear me*

17th:

- **Gender** issues in schools – how it relates to multicultural education
- ***Videos: “Tough Guise”***

Powerpoints:

- Gender

COME TO CLASS TODAY HAVING READ:

- **Banks, J., (2011). “Gender and Educational Equity”** in *Cultural Diversity and Education*. Pearson.
 - **Michie, G. Ch. 8 “You Gotta Be Hard” and “Juan”** in *Holler if you can hear me*
-

Week 9: Oct. 22 & 24

22nd:

- **Sexual Orientation** issues in schools – how it relates to multicultural education
- ***Videos: “It’s Elementary”***

Powerpoints:

- Sexual Orientation

COME TO CLASS TODAY HAVING READ:

- **O’Conor, A. (2002). Who Gets Called Queer in School?”**
- **Please choose 2 of the following videos to watch prior to today’s class:**
 - https://www.youtube.com/watch?feature=player_embedded&v=IQ8hknilBCs
 - <http://www.youtube.com/watch?v=nzFfJ7X8Tsk&feature=fvst>
 - <http://www.youtube.com/watch?v=Ym0jXg-hKCI>

Homework:

- **BIOGRAPHY PAPER – FROM ABC PROJECT – DUE!! – BRING TO CLASS Oct. 22nd**

24th:

- **Put it into practice day**
- **We will spend today in groups discussing ways we can put into practice the things we have talked about so far. More details will be provided in class.**

COME TO CLASS TODAY HAVING READ:

- **Michie, G. Ch. 9 “And Justice for Some” and “Reggie” in *Holler in you can hear me***
-

Week 10: Oct. 29 & 31

29th:

- **Video Activity**

COME TO CLASS TODAY HAVING READ:

- **FOR THE “READING” TODAY YOU WILL: CHOOSE ONE OF THE FOLLOWING MOVIES TO WATCH. YOU WILL WRITE YOUR WEEKLY RESPONSE PAPER ON THE MOVIE. MAKE SURE TO DISCUSS HOW THIS AFFECTS YOU AS A TEACHER. THIS WEEK’S RESPONSE PAPER WILL BE LONGER THAN THE OTHERS CAUSE YOU WILL DISCUSS THE IMPACT THIS HAS ON YOU AS A TEACHER AND HOW IT CONNECTS TO CLASS AND WHAT WE’VE BEEN TALKING ABOUT THIS SEMESTER.**

- **List of Movies:**

- “Freedom Writers”
- “The Help”
- “A Better Life”
- “Dangerous Minds”
- “Stand and Deliver”
- “Crash”
- “Under the Same Moon”
- “Al Otro Lado”

31st:

- Language issues in multicultural education
- Bilingual Education vs. English Only
- What can teachers do?

Powerpoints:

- Policies & Politics of Bilingual Education

COME TO CLASS TODAY HAVING READ: Same articles as earlier in the week

- **Gandara P & Hopkins, M.** (2010). “The Changing Linguistic Landscape of the United States”. *Forbidden Language: English Learners and Restrictive Language Policies*. Teachers College, Columbia University.
 - **Clark, K.** (2009). “The Case for Structured English Immersion”. *Supporting English Language Learners*. Pages 42-46.
 - **Crawford, J.** (1998). *Anatomy of the English-Only Movement: Social and Ideological Sources of Language Restrictionism in the United States*. In: Kibbee, D.A. (Ed.) 1998. *Language Legislation and Linguistic Rights. Selected Proceedings of the Language Legislation and Linguistic Rights Conference, the University of Illinois at Urbana-Champaign*, March 1996. Philadelphia, PA: John Benjamins Publishing Co.
-

Week 11: Nov. 5 & 7

5th:

- **Linguistic and Language Acquisition: A Crash Course**
 - Phonology
 - Syntax
 - Morphology
 - Semantics
 - Pragmatics
 - The Lexicon
- **Theoretical Foundations**
 - **From Grammatical to Communicative Approaches**
- **The Classroom as an Environment for Language Acquisition and The Role of Interaction**
- **The Role of Interaction**

Powerpoints:

- Week 12_ Language and Linguistics

COME TO CLASS TODAY HAVING READ:

Richard-Amato, ch 8, 9, 10

Physical Involvement in the Language Learning Process

Communicative Practices

Chants, Music, and Poetry

7th:

NO class today. However, you are required to attend one of the Global Spotlight events on campus dealing with immigration. There is one on Oct. 3rd and another one on Oct. 31st. With this you will right a 2-3 reflection paper on what you learned. You can use today to write the paper. I just want to give you extra class time since I'm requiring an out of class assignment.

Week 12: Nov. 12 & 14

12th:

ESL STRATEGIES:

- **Communicative (Natural) Approach**
- **Affective Domain**
- **Literacy**

Powerpoints:

- Week 13_ Communicative Activities, Chants, etc...

COME TO CLASS TODAY HAVING READ:

Richard-Amato, ch. 11, 12

Storytelling, Role-play, Drama

Games

Ways to Promote Literacy Development

Affective Activities

Homework:

- **REACTION PAPER DUE TODAY – BRING TO CLASS – April 5th**

14th:

ESL STRATEGIES:

- **Chants, Music, Poetry**
- **Story-telling, Role-play, Drama**
- **Games**

Powerpoints:

- Week 13 _Communicative Activities, Chants, etc...

COME TO CLASS TODAY HAVING READ:

Richard-Amato, ch. 13, 14

Storytelling, Role-play, Drama

Games

Ways to Promote Literacy Development

Affective Activities

Week 13: Nov. 19 & 21

19th:

- **ESL Strategies presentations** – group presentations.
- **Don't forget the write up to your presentation idea as well!!**

21st:

- **Immigration:**
- **COME TODAY WITH YOUR REFLECTION PAPER ON THE IMMIGRATION GLOBAL SPOTLIGHT YOU ATTENDED. WE WILL SHARE OUR EXPERIENCES AND TALK ABOUT THIS TOPIC.**

Powerpoints:

- Immigration

COME TO CLASS TODAY HAVING READ:

- Portes, A., & Rumbaut, R. (2006). Nine stories. In A. Portes & R. Rumbaut, *Immigrant America: A portrait*. Los Angeles, CA: University of California Press.
 - Portes, A., & Rumbaut, R. (2006). Who they are and why they come. In A. Portes & R.
-

Week 14: Nov. 26 – NO CLASS ON THURSDAY - THANKSGIVING

26th: **(UVSELF DAY)**

- **Video:** “Off Track”
- What does Multicultural Education look like in the classroom?

Homework:

- **CROSS-CULTURAL PAPER – FROM ABC PROJECT – DUE!! – BRING TO CLASS – Nov. 26th**
-

Week 15: Dec. 3 & 5

3rd:

- Wrap-up – tie it all together.
- What can you do as a teacher?

Powerpoints:

- What do we do now

COME TO CLASS TODAY HAVING READ:

- **DeAngelo & Sensoy** (2010). “Ok, I get it! Now tell me how to do it’: Why we can’t just tell you how to do critical multicultural education’. *Multicultural Perspectives*, v12 n2 p97-102
- **Handcock. ADD A+ for Finland...**

5th:

- TBA
- **Final Project/Book Report Presentations!!** We will start the final project/book reports this week.

Week 16: Dec. 10 & 12

- **Final Project/Book Report Presentations!!** We will start the final project/book reports this week.

Final Exam Week:

- **Final Projects/Book Report Presentations!!** We will have started these, but need to finish them today.
- **All written projects/book reports are due this week!!**