1.4b ED 393 syllabus

Teacher Education Department

ED 393: Global and Multicultural Education

Instructor: Dr. Harvey Jackson

Office: O.P. Lowe 191

**Phone**: 662-254-3754(Office) 662-719-1415(cell)

**Email**: hjacks@mvsu.edu or harveymilsap1@aol.com

**Office hours**: MWF: 9:00a-10:00a & 12:00P-2:00p

Thursday: 3:00p- 6:00p

**The Holistic Transformer Model:**

**“**Transforming and developing scholars, facilitators, reflective thinkers and responsive professionals who will change and transform the Delta, society and beyond.”

**Textbook:** Grant, Carl, and Maureen Gillette (2006). *Learning to Teach Everyone’s Children 6th Ed.* Wadsworth-Cengage Learning. Belmont, CA.

**Course Description:** Global and Multi-Cultural Education is designed to provide a review of global and multi-cultural issues in the field of education. Human diversity in education; an integrative approach focused on preparing teachers for teaching the wide diversity of students that are certain to encounter in their classrooms, schools, and communities.

**Purpose:** Upon competition of this course, the students should be able to meet the challenges which reflect the faces of diversities. This course is designed to assist students in developing a greater understanding and exposure to various world cultures, gaining hands-on skills, inter-cultural communication and interaction to solving the problems faced by teachers around the world. In doing so, students are assisted in developing their abilities as scholars, facilitators, reflective thinkers and life-long learners in relation to global/multi-cultural perspectives of education.

**Course Rationale:** Multi-cultural education is rooted in racial diversity, culture and individual differences as well as basic human similarities and global connections. Additionally, this course is designed to improve and appreciation for intellectual intelligences, social, and personal development of students through interviews with immigrants, reading, writing and the development of critical thinking, skills as Teacher Education majors. It also provides an opportunity to discuss pertinent trends in education and the education profession, strengthen cultural consciousness and foster intercultural competence.

**Matrix of course outcome alignment to standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard****Alignment** | **Outcome I:****Candidates will demonstrate subject-matter content and professional knowledge that will distinguish candidate: Teacher as Scholar** | **Outcome II: The candidate will demonstrate how students learn and use this to create learning experiences that are meaningful to students, thus, Teacher as Facilitator.** | **Outcome III: Candidates will creatively implement strategies to teach content, measure the results, and reflect on the experiences on order to make changes, thus, demonstrating Teacher as Reflective Thinker.** | **Outcome IV: Demonstrating behaviors that reflect values commitments, and professionals ethics that enhance the learning of K-12 students through a supportive and caring relationship representative of Teacher as Life-Long Learner** |
| **HTM** | 1.4 | 2.4 | 2.4 | 3.4 |
| **CAEP** | 1.1 | 1.1 & 1.4 | 1.1 & 1.4 | 1.1 |
| **INTASC** | 2 | 1,3,8&10 | 1,3,8 &10 | 3 |
| **TIAI** | 2 | 16,18,19 &20 | 16,18,19 &20 | 22 & 23 |
| **CAEP K-6** | 3.d | 1.c,3.d,3.f & 4.d | 1.c,3.d,3.f & 4.d | 3.e &1.b |
| **ISTE** | 5.a | 3.a,4.d, & 5.a | 3.a, 4.d, &5.a | 3.b &6.b |
| **TGR** | 2 | 2,4,5 &9 | 2,4,5,& 9 | 5 & 7 |

**Course outcomes and learning objectives Goals:**

Course studies and activities are centered on attainment of the college of education outcome and learning objectives, as listed below. These objectives are reflective of, a cross-culture and inter-cultural emphasis.

**Outcome I:** Candidates will demonstrate subject-matter content and professional knowledge that will distinguish the teacher candidate; **Teacher as Scholar**.

1. **Objectives-Knowledge**

The Candidate will:

1. Define the meaning of multicultural education.

2. Examining and providing a forum for the discussion of current trends, issues and concepts of the theory of multi-cultural education.

3. To examine multi-cultural education as a theory in educational (the what, why, and how theory).

4. Promoting positive teacher expectations and the need for academic excellence and equity within schools in a multi-cultural society.

5. Examining and providing a forum for the discussion of the nature of culture and the contexts for multi-cultural teaching.

6. Examining and discussion of the issues surrounding race relations and the nature of prejudice and making distinctions between individual, institutional and cultural racism.

7. Identifying and explaining some important characteristics of school systems on other countries and how these schools systems are similar to or different from those of the United States.

8. Diagnosing the knowledge and abilities of culturally diverse students; and

9. Increasing candidates’ capacity for humane sensitive and critical inquiry into multi-cultural issues as they relate to teaching.

**Outcome II:** The candidate will demonstrate how students learn and use this to create learning experiences that are meaningful to students, thus, **Teacher as Facilitator.**

1. The nature of culture and the contexts for multicultural teaching
2. Race relations and the nature of prejudice;
3. Conflicting themes of assimilation and pluralism among European Americans, Jewish Americans, and African Americans;
4. Conflicting themes of assimilation and pluralism among American Indians, Hispanics, Asians, Muslims, and Arabs in the U.S.;
5. Theories of learning styles and multiple intelligence: Interactions between culture and the individual;
6. Beyond learning style: An overview of other key individual differences;
7. Multi-cultural curriculum development: A decision-making model and lesson plans; and
8. Educational concepts and teaching strategies for multi-cultural classrooms

**Outcome III:** Candidates will creatively implement strategies to teach content, measure the results, and reflect on the experiences on order to make changes, thus, demonstrating **Teacher as Reflective Thinker.**

1. Candidate Performance Objectives-Skills
2. The candidate will relate personal experiences to appropriate concepts and demonstrate ability to discuss these concepts in a global context.
3. The candidate will use the internet to locate, analyze, and integrate current information that is related to the major areas of study.
4. The candidate will create a portfolio of recent professional article along with written reactions.
5. The Candidate will analyze various stereotypes including gender, class, race and age as well as develop the ability to detect prejudice.
6. The candidate will demonstrate skills in oral reporting by presenting ideas in an organized manner as well as maintaining interest of the class.
7. The candidate will demonstrate familiarity with key multicultural concepts in the textbook by answering questions posed in class examinations and quizzes clearly and in own words.

**Outcome IV:** Demonstrating behaviors that reflect values commitments, and professionals ethics that enhance the learning of K-12 students through a supportive and caring relationship representative of **Teacher as Life-Long Learner**

1. Major Students Activities
2. ABC’s of cultural understanding and communication project.
3. Two personal interviews with immigrants not born in the United States
4. Multi-cultural course portfolio; containing title page, table of contents, syllabus, students educational philosophy, educational quotes, learning styles, one United States and one foreign education school system, class assignments, handouts, discussion of class cultures and the students reactions to the class;
5. Book Report using selected cultural literature.
6. Photo-journalist project combining writing and photography to observe or record a theme related to the course.
7. Content related quizzes and examinations;
8. Gender class/group discussion.

**Use of Technology:** Assignments for ED 393: Multi-cultural and Global Education will involve extensive use of various technology which included the internet, various electronic sources for literature search and retrieval of information pertaining to multicultural education and related concepts. Candidates may be required to submit written assignments through Blackboard and canvas.

**Presentation Methods:** Multiple teaching and learning experiences are utilized to accomplish the outcomes of scholarships, facilitating, reflective thinking, and life-long learning. These include:

These include: lectures by external cultural consultants, class discussions and candidates presentations; multi-cultural portfolio, video presentations, and role playing.

**Academic Integrity:** Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. **Students are expected to maintain the highest standards of academic integrity.** Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Classroom Conduct:** Students are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all students are expected to be ready to begin.

* **All cell phones must be silenced for the duration of the class**. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class.
* Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all students are given an opportunity to participate in a comfortable environment. Free discussion, Inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Student Affairs for administrative or disciplinary review.

**Written Assignments:** All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

**Students with Special Needs:** Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Service for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education Social Science Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow via phone or email at 662-254-3443 or kbrownlow@mvsu.edu.

**Grading Scale:** A= 90- 100% B= 89-80% C= 79 -70% D= 69-60% F= 59 and below

**Graded Assignments aligned to standards**

***Disclaimer: The Instructor reserves the right to adjust the course syllabi as needed.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Graded assignment | Assignment description | Assessed as performance –based? | Standard aligned with assignment | Possible point |
| ABC’s of cultural understanding and communication project |  Developing cultural sensitivity | yes | INTASC: 1,2, 9ISTE: 3& 6 | 100 |
| Two personal interviews with immigrants not born in the United States | interviews with immigrants not born in the United States | Yes | INTASC: 1,& 2ISTE:3.b & 6.b | 50 |
| Multi-cultural course portfolio | Collection of assignments reflected of the course. | No | INTASC: 3 |  |
| Book Report | Cultural presentation using selected literature | yes | INTASC: 2, & 3ISTE:1,3 & 6 | 50 |
| Photo-journalist project | Combine writing and photography to observe or record a theme related to the course. | yes | INTASC: 2,9ISTE: 3,4& 6 | 100 |
| Class discussions | Various topic throughout the semester related to text topics | No | INTASC: 2, 3ISTE: 6 | 5@ 20100 total |
| Quizzes | Candidates assessed on content from textbook chapters | yes | INTASC: 2 | 4@ 30120 points total |

**Assignment 1: ABC’s of Cultural Understanding and Communication Project:**

YOU MUST SUBMIT THIS 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.

**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.

**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.

**Assignment 2: Book Report**

Each of you will choose a short book to do a book report on. The book will be multicultural in nature and I will be giving you a list from which you can choose. You may also choose your own as long as 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:

o Have a PowerPoint

 o 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.

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.

**Assignment 3: Photojournalistic Project**

Combine writing and photography to observe or record a 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 photo-journal 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.

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Module** | **Topics** | **Assignments & In-Classwork** |
| 1 | The Changing Face of Teaching and Learning | Review syllabiRead Chapter 1 vignette |
| 2 | Becoming an Effective Teacher: Culturally Responsive Teaching | Carol’s DilemmaGroup Discussion |
| 3 | The Dilemma of Discipline and Classroom Management | Answer discussion questions review key assignments |
| 4 | Curriculum | Quiz 1 |
| 5 | Teaching, Planning and Assessment | Vignette |
| 6 | The profession |  |
| 7 | The Organizational Structure of Schooling in the United States | Quiz 2 |
| 8 | Pursuing an Education Philosophy | Video analysis and group discussion |
| 9 | Governance of Education: Who controls Education | Quiz 3 |
| 10 | Presentations | Chapter vignette and discussions |
| 11 | Teachers and Student’s Right and Responsibilities |  |
| 12 | Educational Finance: Who pays | Quiz 4 |
| 13 | presentations |  |
| 14 | Where all in this together | Chapter review |
| 15 | presentations |  |

## References:

1. Bazano,Giovanna(2017). ***New Means and New Meanings for Multicultural Eductaion in a Global Itialian*** Context. Multicultural Education Review Vol.9
2. Abraham, R.D (1992). **Singing the Master: The Emergence of African American Culture in the Plantation South**. New York, NY. Pantheon Books.
3. Banks, J.A.(1991) **Teaching Strategies for Ethnic Studies**. Boston, MASS. Allyn and Bacon
4. Banks, J.A. (1999) **An Introduction to Multicultural Education**. Boston, MASS. Allyn and Bacon
5. Faegin, J.R. and C.B, Feagin (1993) **Racial and Ethnic Relations**. Englewood Cliffs, New Jersey. Prentice Hall.
6. Gates, H.L and C. West (1996) **The Future of the Race**. New York, NY. Vintage Books
7. Gay, G. (1983, April). **Multiethnic education historical development and future prospects**. Phi Delta Kappan, 64.p.560-561.

**Photo-Journalistic Project Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Emerging 0-1** | **Approaching 2-4** | **Meeting 5-7** | **Exceeding 8-10** |
| **Knowledge of Diversity** | The candidates demonstrate surface understanding of the complexity of elements important to members of another culture in relation to its history, value, politics, communication styles, economy or beliefs and practices. | The candidates demonstrate practical understanding of the complexity of elements important to members of another culture in relation to its history, value, politics, communication styles, economy or beliefs and practices. | The candidates demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, value, politics, communication styles, economy or beliefs and practices. | The candidates demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, value, politics, communication styles, economy or beliefs and practices. |
| **Cultural Attitudes** | The candidate states minimal interest in learning more about other cultures. | The candidates ask simple or surface level questions about cultures. | The candidates ask deeper questions about other cultures and seeks out answer to these questions. | The candidates ask complex about other cultures, seeks out and articulate answers to these question that reflect multiple cultural perspectives. |
| **Photographs** | The candidate provides no photographs that relates to a theme in cultural diversity. | The candidate provides 1-3 photographs that relates to a theme in cultural diversity. | The candidate provides 3 to 5 photographs that relates to a theme in cultural diversity. | The candidate provides the required number of photographs that relates to a theme in cultural diversity. |
| **Technology** | The candidate does not use the appropriate technology effectively to present project. | The candidate shows minimum understanding for using the selected technology to effectively present the project. | The candidate shows adequate understanding for using the selected technology to effectively present the project. | The candidate provides sufficient understanding for using the selected technology to effectively present the project. |
| Score/comments |  |  |  |  |