

d. Conflict resolution (2.2)

3. Become sensitive to differences in family structure and social and cultural backgrounds. (3.2)
4. Examine instructional materials for evidence of racism, sexism, classism and realistic treatment of cultural pluralism as reflected in American society.
5. Develop or revise curricula for all levels of schooling that enhance and promote cultural diversity.
6. Develop skills for teaching in a pluralistic society, which requires adapting strategies, guidance and techniques for identifying and/or accommodating individual differences.
7. Critically analyze current thinking relating to multicultural education and other aspects of diversity.(2.2)
8. Develop an understanding about the history, culture, contributions and current perspectives of major ethnic groups in the United States.
9. Develop an awareness of one's own ethnic and cultural identity as well as examine one's attitudes toward other ethnic and socio-economic groups.
10. Strengthen skills in multicultural curriculum development and instructional decision-making. (2.1.5)
11. Develop an inquiring attitude and the beginning skills necessary for sustaining a desire to find out more; and will experience the satisfaction inherent in the process of inquiring and learning, even though at beginning levels.

NOTE: Desired Learner Outcomes with numbers in parenthesis reflect the *Guidelines for Preparation of Early Childhood Professionals* (1996) National Association for the Education of Young Children, Washington, DC.

REQUIREMENTS/ASSIGNMENTS:

NOTE: Students enrolled in the teacher education program are expected to develop certain characteristics and skills that will be needed for their professional lives. One of those characteristics is responsibility. You are expected to turn in assignments at the beginning of the class session when they are due. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Family reflection:

Reflect on your background.

1. Describe who you are and what makes you the person you perceive yourself to be. Include your name and what it means.
2. What was the influence of your parents and grandparents in this process?
3. In what ways are you totally different from the older members of your family?
4. What traditions, customs, practices, and observances reflect the person you are?
5. Project to the future. In what ways do you project a change in your personal view in the future?

Text Assignment (Chapters 1-5):

1. Your text gives two theories for prejudice. Explain each.
2. Then examine the implications of these theories for teachers. How do these apply to any classroom experience that you may have had.
3. Explain the terms institutional racism and cultural racism, white privilege. Give examples from your own experience.

Text Assignment (Chapter 6-9).

1. Using the text and class discussions write the characteristics of children for each of the major ethnic groups.
NOTE: Not all of this information is available in the text. Surf the net, or read outside sources to complete. Be sure to document your sources.

Characteristic	White	Asian	Native American	African-American	Hispanic
Temperament at birth					
Racial awareness					
Self-esteem					
Adolescent identity					
Learning styles					

Parenting					
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2. List the myths related to children who have bicultural heritage.
3. Reflect on the implication for school achievement (p. 129).
4. Banks and Banks identified four approaches or levels of curriculum reform (p. 139) Give examples of how these levels can be practically achieved in programs today.

Core values:

1. Develop 4 values that most represent the person that you are. These values should reflect values that you would be willing not to compromise at most cost.
2. Defend these values. What made you choose these as your core values? What are you willing to sacrifice in order to maintain these values? What is the end result of these values? How do these values influence your life decisions?

Time Analysis:

Write a brief paper answer each of the following items:

1. Keep track of your daily activities for two consecutive week days. Record any activity that consumes more than 30 minutes in a block of your time.
2. Identify patterns of your behavior. How you spend your time is often an indication of your values and guiding beliefs.
3. Was your time analysis consistent with your core values? Why or why not. Were there any surprises from your study?

Outside event:

Marshall and the general Huntington community offer many multicultural events. Attend one event.

1. Bring some type of documentation that you attended.
2. Write a brief summary of the event
3. Tell how this event broadened your multicultural perspective
4. Explain in the paper times how and when you felt out-of-place.

Book event

Each student is to bring to class two children's picture books. One should be a representation of a quality multicultural literacy experience for young children, the other should be a negative example of a quality multicultural literacy experience for young children.

Group project:

Develop with your assigned group the following information about your particular diverse group. Each person in the group will address one of the questions below. Your paper will probably be a three to four page paper. You will present your portion of this assignment to the whole group. Please do not just read us your written report be creative in your presentation. Some suggested ways to present: overheads, Power Point, brochure, poster, song, hands-on activity, music, small group scenarios, timelines, etc. Clear your presentation idea with me at least one week in advance. Document your information sources well.

1. Select a topic either as a group or as an individual.
2. Prepare a presentation on how to work with children from this diverse group
3. Write a brief 3-4 page paper documented the techniques and strategies that are relevant to this group of people.
4. Present your finding (do not read your paper) to a group of teachers as a workshop.

Examinations: There will be two objective examinations. These will cover the text, lectures, videos, written and oral reports, and classroom discussions. Any and all material presented in class is fair game for the examinations.

In class writings: In an attempt to organize your thinking in-class writings will be assigned. The topics will vary according to the class and its discussions classroom.

Text: Read, present, and discuss the text.

GRADING POLICY:

1. Attendance and participation
2. Completion and quality of all written assignments
3. Oral presentations
4. Two examinations
5. Occasional quizzes
6. Final Project

GRADING SCALE:

A=93-100%

B=85-92%

C=77-84%

D=69-76%

F= 68% and below

ATTENDANCE POLICY: Students are expected to attend class. More than three unexcused absences and you will be asked to either take a grade of F or withdraw from the class. Excused absences must go through Donna Mauk's office, she will then send me a letter validating your reason for absence and for what period of time.

POLICY REGARDING ACADEMIC DISHONESTY

Because this course requires written papers, we are concerned that plagiarism may become an issue. We define plagiarism as the use of another person's words or ideas without giving that person credit in an approved manner. When we suspect a case of plagiarism, we will speak to the student personally. For a first offense, we will give the student an automatic grade of F on the assignment, and we will ask the student to redo the paper (for no credit). For any subsequent offense, we will give the student a grade of F for the course and notify the Dean of the College of Education.

POLICY REGARDING PARTICIPATION

Participation in class discussions is most important. All participants share responsibility for active involvement in class discussions. A high level of interaction will maximize the learning of all. This will necessitate reading of the text and other sources relating to programs for young children.

POLICY REGARDING EXAMINATIONS

Exams will be based on ALL information assigned in the course. This includes this text, lectures, discussions, films, video-tapes and written and oral reports. Details of exams will be discussed in class prior to exams.

POLICY REGARDING LATE ASSIGNMENTS:

You are expected to turn in assignments at the beginning of the class when they are due. **NO LATE ASSIGNMENTS ARE ACCEPTED.**

POLICY REGARDING SOCIAL JUSTICE:

This college has made a commitment to social justice. No one will be discriminated against on the basis of race, sex, ethnicity, age, sexual orientation, social class, abilities, or differing viewpoints. Each student will be viewed as a valuable part of this

class.

COURSE PHILOSOPHY AND THEMES TO BE DEVELOPED:

CLASS FORMAT:

The format for this class is primarily appropriate to a seminar and workshop. Students are required to familiarize themselves with each topic explored prior to the date on which the topic is discussed. Each student is expected to participate in Interdisciplinary Seminar dealing with Multicultural Perspectives in Curriculum Development and Instructional Decisions.

This course is designed to strengthen the Teachers as Decision Makers in multicultural education. The weekly seminars will be closely integrated to develop six major themes: Multiple Historical Perspectives, Cultural Consciousness and Intercultural Competence, Combating Racism, Decision Making in Multicultural School Contexts, Become Social Activists and to analyze textbooks for modification to reflect the concepts of a pluralistic society. These themes are part of the curriculum development model you will use to develop your curriculum projects for the course, provide a foundation for strengthening the understanding and skills you will need to teach in multicultural classrooms and to help prepare your students for the twenty-first century, whether or not they attend school in a multicultural community.

COURSE OUTLINE:

- I. The aims, characteristics and approaches to multicultural education.
- II. Comprehensive multicultural education,
- III. Multiple historical perspectives.
- IV. Developing social action skills.
- V. Individual differences that affect teaching and learning.
- VI. Current research on diversity.
- VII. Trends and implications
- VIII. Analysis of instructional materials.
- IX. Decision making in multicultural school content.

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Weller, Jack (1996) Yesterday's People: Life in Contemporary Appalachia, University of Kentucky, Lexington.

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Schedule FALL, 2007

This schedule is TENTATIVE. It is subject to change dependent upon the pace and interest of the class.

Date	Topics	Things that are due
August 21	Introduction, define M/C and cultural competence, video. Who are you	
August 28	Share family reflections, Developing Core Values Getting to know the vocabulary Brief overview of M/C history	Family Reflection
September 4	Discussion of core values, Influence of SES on academic achievement	Core Values
September 11	Discussion of Race and Ethnicity Video	Time Analysis Chapters 1-5 Text questions
September 18	Discussion of language and academic achievement	
September 25	strategies	Chapters 6-9
October 2	Examination One Ageism Guest Speaker: Angie Whitley	Have downloaded materials http://www.preventchildabusewv.org/TEAM/_BOOKLETS/It_Shouldnt_hurt.pdf
October 9	Gender Issues	
October 16	Religious Diversity Discussion of Outside Event	Chapters 10, 12 Outside Event
October 23	Exceptionalities Multiple Intelligence M/C materials M/C book experience	Early literacy experience
October 30	Cooperative Learning experiences Discussion of Holiday experiences	Form groups Assign parts of group project
November 6	Groups meet to refine presentations Guest speaker	Written projects due today
November 13	Group project presentations	
November 27	Group project presentations	
December 4	Final Examination	
	Enjoy your break!	