

**Dixie State College of Utah
Department of Education
EDUC 2400 Syllabus**

Course: Found. Multiculturalism/ESL, EDUC 2400.01
Meeting Days /Time Place: M-Th 9:00-10:55/ NIB 136
Instructor: Dustin Drake
Office Location: NIB
Office Hours: By appointment only

Course Number/Credits: 30081/3
Semester/Year: Summer 2016
Email Address: ddrake@dixie.edu
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DSU Department of Education Program Standards

	<p style="text-align: center;">Mission Statement</p> <p>The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.</p>
<p style="text-align: center;">DSU Program Standards/ Utah Effective Standards (The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity)</p>	
<p>The Learner and Learning – Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development. Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation</p>	
<p>Instructional Practice – Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline. Standard 5: Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met. Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context. Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.</p>	
<p>Professional Responsibility – Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515</p>	

Program Application Deadlines:

Elementary Education Program	Fall 2016: February 29, 2016 Spring 2017: October 31, 2016	Advisor: Dr. Terry Young tyoung@dixie.edu NIB 101
SET Program	Fall 2016: January 29, 2016	Advisor: Woody Odil odil@dixie.edu NIB 139

Required Textbook

Collnick, D.M. & Chinn, P.C. (2013). *Multicultural education in a pluralistic society*, 9th ed. Upper Saddle River, NJ: Pearson.

Prerequisites

There are no prerequisite requirements for this course.

Course Description

Global and Cultural Perspectives course. Required prerequisite course for both the Elementary Education degree and the Secondary Education Teaching (SET) program. Teacher candidates will examine a variety of theoretical frameworks associated with multicultural education and current issues affecting diverse students in the educational setting. The course content and assessments will provide teacher candidates with opportunities to discuss and reflect on issues of race, gender, individual differences, and ethnic as well as cultural perspectives. Additionally, a foundation of language acquisition theory and sheltered English techniques will also be introduced to address the needs of English Language Learners. This course also partially fulfills the requirement for ESL Endorsement. FA, SP, SU

Course Objectives and Outcomes:

Student will (I can):	Corresponding Course Assessment
Examine multicultural education and demonstrate foundational knowledge and applications of multicultural education in the United States.	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Ethnic Group Presentation▪ Final Exam
Analyze how race, religion, gender, language, age, and socioeconomic status affect teaching and learning.	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Cultural Diorama▪ Cultural Interview▪ Cultural Experience Practicum▪ Ethnic Group Presentation▪ Final Exam
Explore how to develop and design a democratic, inclusive, and inviting classroom.	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Cultural Interview▪ Ethnic Group Presentation▪ Final Exam
Investigate how to reduce sources of biases, stereotypes, and prejudices in the curriculum and classrooms.	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Cultural Diorama▪ Ethnic Group Presentation▪ Final Exam
Evaluate how globalization and transnationalism affect English language learners.	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Ethnic Group Presentation
Identify and interpret the contextual factors of a classroom, school, district, and state.	<ul style="list-style-type: none">▪ Pause-and-reflect papers▪ Cultural Interview▪ Ethnic Group Presentation

Important Dates to Remember

Jun 20	Classwork Starts	Jun 27	Last Day to Add/Audit
Jun 20	Last Day for Waitlist		Courses dropped for non-payment
Jun 21	Last Day to Add Without Signature	Jul 4	Independence Day
Jun 23	\$25 Late Registration/Payment Fee	Jul 8	Last Day to Drop Individual Class
Jun 24	Pell Grant Census	Jul 15	Last Day for Complete Withdrawal
	Last Day for Refund	Jul 21	Classwork Ends
	Last Day to drop without a "W"	Jul 21	Final Exams

Date and Time of Final Exam

July 21 during class time

Grading Scale

The total points a student has earned are divided by the total points possible to obtain a percentage. The grade breakdown is listed below:

A = 95-100%	B- = 80-83%	D+ = 65-69%
A- = 90-94%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	F = 59% or below

Each semester, you must maintain an overall GPA of 3.0 for admission into the Education program. All course grades must be C or better. It is the responsibility of the student to verify that all grades have been correctly entered into CANVAS by the instructor. Monitor CANVAS weekly and notify the instructor immediately if you are missing a grade or have received an incorrect grade. Save assignments to verify your claims. Grades will not be changed without proof of instructor oversight or error, and no grade can be changed once final grades have been entered.

Course Policies

1. **Attendance is mandatory.** This is **not** a lecture-based class. Full credit is only available to those students who attend each session, are present for the entire session, and meaningfully contribute to our community of learners. Consequently, your input and participation are valuable and essential to your learning outcomes and those of your classmates, and your active participation is expected. **Acceptable excused absences require a doctor's note.** Please notify (via e-mail) or see the instructor regarding other absences. Students who miss sessions are expected to make up any missed in-class activities by producing written evidence that the learning activities were completed. Missing three class sessions will result in a mandatory conference with the professor, and possible failure of the course.
2. **Late Assignments and Absences Related to College Functions:** Assignments are due on specific dates. I am happy to grade and record assignments that are turned in early or on time. However, late work is not accepted. If you are absent on the day an assignment is due, e-mail the assignment (as an attachment) to me before class begins or have a classmate submit it for you. Make-up assignments for any in-class assignments are not available unless you notify your instructor of your absence before class begins. Absences related to college functions will be excused if proper documentation is provided well in advance of absence.
3. **Due Dates:** All assignments are due on the date indicated in the tentative schedule outlined in the course syllabus. Any changes to due dates will be announced by the instructor in advance.
4. **Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, social media unrelated to course objectives, etc.), s/he will be asked to put the device away.

5. **Cell phones and text messaging:** Cell phones must be on 'vibrate' during class sessions. If you do need to answer a call, please do so with respect and courtesy to your fellow students and the instructor. **Text messaging is not allowed during class.**
6. **Nature of coursework:** In this course, you will be evaluated based on participation in a learning process, and the creation of individual and group projects that emerge from participation in learning activities and homework. A variety of learning activities, assignments, and assessments will be used to help you understand course concepts. These also will model planning, teaching, and assessment strategies that can be used with multicultural students. As mentioned in Policy #1, full credit is only available to those students who attend each session, who meaningfully contribute to our community of learners, and who provide evidence of deep and thoughtful engagement in individual and group assignments.

Classroom Expectations/Disruptive Behavior: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. DSC disruptive behavior policy states, "Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Academic Honesty/Integrity: As stated in the DSC Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State College" (Academic Discipline Policy, 3.34) including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited. (See "Student Code" <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

General Policies

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North-East of North Plaza Bldg. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Those students needing academic accommodations are required to apply for services at the DRC during the first two weeks of the semester.

College-approved absences: Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc.). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

D-MAIL: Important class and college information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the

same for your D-mail account. **You will be held responsible for information sent to your Dmail**, so please check it often.

Instructure Canvas: This class will utilize the CANVAS tool provided by DSC Computing. CANVAS can be access from the website <https://canvas.dixie.edu/>. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Non-student in the classroom and other designated study areas: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only bona fide students defined and classified by the DSU catalog (Policy 5.16), will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSU except in certain areas and under certain circumstances. College facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7- 23.7.8.)

University Resources: Several university resources are available to help you succeed. Check out the links for each one to get more information.

Tutoring	Writing Center	Testing Center
Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 433. www.dixie.edu/tutoring	The writing center is in the Jeffery R. Holland Centennial Commons Building. Room 421. The online writing center can be accessed at: owl@dixie.edu (English Dept. Writing Center)	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg.
Computer Center	Library	Health & Wellness Center
The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State University Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.	This program promotes healthy lifestyle behaviors through health and wellness resources, information and services. It is located at 34 N. 600 E. For appointments call: 435-652-7756

Overview of Course Assignments

Class attendance and participation <i>(20 class sessions x 5 points each + 20 overall points)</i>	120
Pause-and-Reflect Papers + In-Class Reflections <i>(11 assignments x 10 points each)</i>	110
Projects Graded on a Rubric	
• Cultural Diorama <i>(due June 23)</i>	50
• Cultural Interview <i>(due July 6)</i>	100
• Cultural Experience Practicum <i>(due July 18)</i>	50
• Ethnic Group Presentation <i>(due last week of class)</i>	130
• Final Exam <i>(July 21)</i>	100
Total Points Available	660

<p><u>Pause-and-Reflect Papers: 10 points (due throughout semester via Canvas)</u></p> <p>Throughout the semester, and for most homework assignments, you will be assigned a reflective prompt that links to that week’s reading. You will respond to this prompt in a minimum one-page reflection paper. You will post this via Canvas by 2:30 p.m. on the respective due date. See Canvas for specific prompts.</p>
<p><u>Cultural Diorama: 50 points (Due: June 23 by 2:30 p.m. via Canvas)</u></p> <p>For this assignment, you will identify four artifacts that represent who you are culturally and/or ethnically. These artifacts should be objects (or representations of objects) that you have in your home, and that represent your background, traditions, and daily activities. You will write a one-to-two page description of your artifacts that includes: a summary label of who you are culturally, and one-to-two paragraphs for <u>each</u> of your four artifacts that describes what the artifact is and how it represents who you are culturally. In addition to the paper that you will submit on January 20, you will present your artifacts to your peers in class either on January 25. See Canvas for full assignment description and rubric.</p>
<p><u>Cultural Interview: 100 points (Due: July 6 by 2:30 p.m. via Canvas)</u></p> <p>For this assignment, you will interview an individual using the same cultural attributes you used in writing your Cultural Diorama paper. Identify a person who you view to be culturally different from you. You may choose to define what “difference” would be and may be based on any number of things: ethnicity, race, religion, class, gender, age, generation, sexual orientation, language, etc. After your interview, you will prepare a paper that includes the interviewee’s responses to each attribute and an explanation of what you learned about him/her. The second section of your paper will include a comparative analysis or an interpretation of your culture and your interviewee’s culture. Make general conclusions about both cultures with a focus on education, specifically teaching and learning, and link your conclusions to concepts we’ve discussed in this course. See Canvas for full assignment description and rubric.</p>

Cultural Experience Practicum: 50 points (Due: July 18 by 2:30 p.m. via Canvas)

Identify an opportunity to immerse yourself in multicultural situations (two hours minimum throughout the semester). Some sample situations include: Dixie Forums, cultural events around town, Service-Learning opportunities (e.g. helping in a classroom with English Language Learners). Prepare a report and reflection on your experience, as well as what you learned about multiculturalism from engaging in such experience(s). See Canvas for full assignment description and rubric.

Ethnic Group Presentation: 130 points (Due: last week of class)

In groups of two or three, each group will select one pre-determined ethnic or culture group. As a group, choose two (2) issues that are affecting this country/region/group. Investigate these issues, and teach to the class the implications of these issues, as well as what these might reveal in terms of similarities or differences to our lives in the U.S. Your group will prepare four components to this presentation: 1) three separate progress outlines, documenting your group's research and thinking throughout the semester (10 points each); 2) a collaborative written summary of your two issues and your findings (30 points); 3) a 20-minute in-class presentation of your findings (50 points); 4) a self-reflection on your engagement in this project (20 points). See Canvas for full assignment description and rubric.

Final Exam: 100 points (July 21 during class time)

Your final exam will bring together the various themes and concepts we've discussed in this course, and will ask you to apply these themes and concepts from various perspectives in an essay-format exam. More information will be provided prior to the scheduled examination period.

Week	Date	Topic(s)	Homework/Assignments Due This Day
1	June 20	Class Introduction Course expectations & syllabus	
	June 21	Introduction to Multicultural Ed Terms and Concepts	<u>READ:</u> Chapter 1 <u>DO:</u> Chapter 1 pause-and-reflect (10 pts.)
	June 22	Ethnicity and Race Racial and ethnic identification	<u>READ:</u> Chapter 2 <u>DO:</u> Chapter 2 pause-and-reflect (10 pts.) <u>ON THE RADAR:</u> Cultural Interview (<i>ongoing</i>) Cultural Experience Practicum (<i>ongoing</i>)
	June 23	Ethnicity and Race, cont'd Interculturality Cultural Self-Analysis Diorama Presentations Sign-up for group presentations	<u>DO:</u> Cultural Diorama, paper + presentation (50 pts.) Submit paper via Canvas by 2:30 p.m.

2	June 27	Group Presentation Work Time 1 Small group brainstorming and outlining Preparing initial outlines and questions	DO: Bring laptops + resources for group presentation Submit initial outline via Canvas by 11 p.m. (10 pts.) ON THE RADAR: Cultural Interview (<i>ongoing</i>) Cultural Experience Practicum (<i>ongoing</i>)
	June 28	Class and Socioeconomic Status Markers of class identity Economics and inequality	READ: Chapter 3 DO: Chapter 3 pause-and-reflect (10 pts.) Begin gathering resources for group presentation ON THE RADAR: Cultural Interview (<i>ongoing</i>) Cultural Experience Practicum (<i>ongoing</i>)
	July 29	Gender Nature and nurture Gender identities Media influences	READ: Chapter 4 DO: Chapter 4 pause-and-reflect (10 pts.) ON THE RADAR: Cultural Interview (<i>ongoing</i>) Cultural Experience Practicum (<i>ongoing</i>)
	July 30	Sexual Orientation Self-identity Struggles for equality Perspectives in society	READ: Chapter 5 DO: Chapter 5 pause-and-reflect (10 pts.) ON THE RADAR: Cultural Interview (<i>ongoing</i>) Cultural Experience Practicum (<i>ongoing</i>)

3	July 4	Holiday	Work on stuff
	July 5	Exceptionality Labels Court cases, ADA, and IDEA Identification and placement issues	READ: Chapter 6 DO: Chapter 6 pause-and-reflect (10 pts.) ON THE RADAR: Cultural Interview (<i>ongoing</i>) Cultural Experience Practicum (<i>ongoing</i>)
	July 6	Cultural Interview Papers* (*replaces midterm exam) Presentations Project debrief Group Presentation Work Time 2 Small group brainstorming and outlining Developing outlines and questions	DO: Submit Cultural Interview paper by 2:30 p.m. (100 pts.) Prepare + present Bring laptops + resources for group presentation Submit draft two of outline via Canvas by 11 p.m. (10 pts.) ON THE RADAR: Cultural Experience Practicum (<i>ongoing</i>)
	July 7	Language Language, culture, and identity Accents and dialects Second language acquisition Language assessment and placement	READ: Chapter 7 DO: Chapter 7 pause-and-reflect (10 pts.) ON THE RADAR: Cultural Experience Practicum (<i>ongoing</i>)

4	July 11	Religion First Amendment Pluralism in the U.S. Context	<u>READ:</u> Chapter 8 <u>DO:</u> Chapter 8 pause-and-reflect (10 pts.) <u>ON THE RADAR:</u> Cultural Experience Practicum (<i>ongoing</i>) Ethnic Group Presentation (<i>ongoing</i>)
	July 12	Geography Geography and culture Regional diversity Rural, urban & suburban contexts	<u>READ:</u> Chapter 9 <u>DO:</u> Chapter 9 pause-and-reflect (10 pts.) <u>ON THE RADAR:</u> Cultural Experience Practicum (<i>ongoing</i>) Ethnic Group Presentation (<i>ongoing</i>)
	July 13	Youth Culture Generational differences Developmental considerations	<u>READ:</u> Chapter 10 <u>DO:</u> Chapter 10 pause-and-reflect (10 pts.) <u>ON THE RADAR:</u> Cultural Experience Practicum (<i>ongoing</i>) Ethnic Group Presentation (<i>ongoing</i>)
	July 14	Education that is Multicultural Learner-centered classrooms Hidden curriculum Student-teacher relationships Preparation for Final Exam	<u>READ:</u> Chapter 11 <u>DO:</u> Chapter 11 pause-and-reflect (10 pts.) <u>ON THE RADAR:</u> Cultural Experience Practicum (<i>ongoing</i>) Ethnic Group Presentation (<i>ongoing</i>)

5	July 18	Cultural Experience Practicum Presentations Project debrief Group Presentation Work Time 3 Small group brainstorming and outlining Polishing outlines and questions	<u>DO:</u> Submit Cultural Experience Practicum papers by 2:30 p.m. (50 pts.) Bring laptops + resources for group presentation Submit draft three of outline via Canvas by 11 p.m. (10 pts.) <u>ON THE RADAR:</u> Group Presentation (<i>ongoing – due 7/20</i>)
	July 19	Education that is Multicultural, cont'd Learner-centered classrooms Hidden curriculum Student-teacher relationships Preparation for Final Exam	<u>ON THE RADAR:</u> Group Presentation
	July 20	Group Presentations	
	July 21	Final Class Reflections Take Final	