STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Education EDU 513
Critical Perspectives on Diversity and Culture
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC502 or EDUC503 (May be taken concurrently)

Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course, designed for practicing educators, examines issues related to promoting equal learning opportunities in the classroom, including effective approaches to encouraging collaboration among colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity. (Prerequisite: EDUC 503, 505, or EDUC 506, depending on one’s program requirements.)
Course Scope
This course assists educational administrators develop increased diversity awareness, sensitivity and cross cultural understanding that will help them effectively oversee the administration, management and teaching to a diverse student body. By increasing the administrator’s knowledge and understanding of the background experiences, languages, skills, and abilities of student populations they are responsible for they can better apply appropriate pedagogical policy and implement practices that lead to higher achievement for all students and ensure an effective educational program in their district. Also, through coursework and fieldwork exercises students learn about the ways in which teaching practices and student learning are shaped, informed, and impacted by diversity in their school district.

Course Objectives
After successfully completing this course, students will be able to:

1. Recognize, promote and respect the strength and value of cultural diversity.
2. Develop a conscious awareness and demonstrate a working knowledge of culturally diverse populations.
3. Establish policy and curriculum in the school that promotes cultural awareness and sensitivity.
4. Demonstrate an awareness of issues associated with special needs students.
5. Develop and implement instructional strategies and materials that will improve achievement for special needs students.
6. Analyze, evaluate, and propose solutions to contemporary social problems found in schools and school districts.
7. Facilitate effective communications in all types of cross-cultural settings.
8. Address issues of racism, bias, and prejudice and explain how these issues affect the experience of individuals and groups.
9. Implement strategies that encourage students' to value their own heritage; value richness of cultural diversity and commonality; respect diverse cultural groups; and, reduce stereotyping related to diversity factors.
10. Promote a climate that is amenable to the diversity of students, families, and the community and that supports academic achievement.
11. Foster greater inter-group understanding and improve interpersonal relations within a diverse school setting.
12. Provide for learner-centered environments that use technology to meet the academic needs of a diverse student population.
13. Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of curricular and instructional practices that fully accommodates learners’ diverse needs.
14. Demonstrate knowledge of and strategies to implement researched based practices that will close the achievement gap.

Course Delivery Method
This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due as noted and include Discussion Board questions (accomplished in groups through a threaded discussion board), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.
Course Materials

There are three textbooks required for this course:


Supplemental textbook:


In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

| Association of MultiEthnic Americans (AMEA) | http://www.ameasite.org/ |
| APA Format | http://www.apa.org |
| Center for Research on Education, Diversity & Excellence (CREDE) | http://www.cal.org/crede/ |
| National Association for Multicultural Education | http://www.nameorg.org |
| Office of Special Education Programs | www.ed.gov/parents/needs/speced/edpicks.jhtml?src=sm |
| US Dept of Health & Human Services | www.os.dhhs.gov |
Evaluation Procedures

Homework assignments (5)
Throughout the semester you will write responses to questions. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3 – 5 pages in length.

There are 5 homework assignments throughout this course. These assignments are in Weeks 2, 4, 6, and 7 and are worth 4 points each.

HW#1: Answer the question: “Why is it so easy to develop and then retain racial prejudices?” How can we break this “mold”?

HW#2: Read the articles in the Week 4 e-bibliography. One is written by Ruby Payne about working with students in poverty and one is a criticism of Ruby Payne’s model. Describe how SES effects education. Compare and contrast the unique perspective taken by Ruby Payne or the criticism of her work (found in the announcements). Feel free to refer to her textbook (in the supplemental texts) or your personal observations to assist in your response.

HW#3: Depending on your interest and your field study site, choose one of the following cultures: military, health culture, or popular culture. Find a minimum of three resources from the library, Internet, journals, or newspaper articles that describe the educational advantages and disadvantages of the culture. Look for strategies that can be used to lessen the disadvantages for your chosen culture.

HW#4: Take a learning styles inventory found online. Describe your learning style. Then look at Howard Gardner’s Multiple Intelligences and describe the intelligence(s) that most describe you. How will this affect the way you teach? How can you make sure that you are teaching to the other intelligences and learning styles?

HW#5: Research methods and techniques of second language teaching for the age group that you are observing in your field work. These methods may include but are not limited to:
   (1) Comprehensible input
   (2) On-going, specific, and immediate feedback
   (3) Grouping structures and techniques
   (4) Building background and vocabulary development
   (5) Student engagement
   (6) Use of technology
   (7) Describe the strategy and how it can be used with students in the classroom

Research Paper
Each student will prepare a research paper on a multicultural education and communication issue. The paper should address an issue of your choice germane to the content of this course that can be gainfully explored within the research traditions of a current multicultural education and communication issue. However, regardless of the student preference, the professor must approve the topic by Week 2. The research paper should be approximately 10 pages in length and include at least five bibliographic references in addition to the course texts. References should be listed at the end of the paper and should follow American Psychological Association (APA) formatting. The APA web site can be consulted for assistance.

You do have a choice and may complete either a 10-page paper or a 12-15 slide PowerPoint (PPT). But, either way, that does not include cover page and references. Also, in either format
you still need in-text citations and need to follow APA 6th edition style. The research paper is worth 25 points.

**Personal Interview/Observation Field Experience Report**

Each student will prepare a personal interview/observation field experience report. The report is worth 23 points. The purpose of the report is to heighten your awareness of typology of multicultural education approaches. You are to visit a school, and, by observing several classes as well as by interviewing several teachers (preferably from a culture different from your own) and the principal, describe what curricular activities and other practices related to multicultural education have been implemented in the school. From your experience you should write a six to eight page summary of your experience including: 1) a summary of the event; 2) something you learned about the culture of the school (that you previously were unaware of); 3) something unique you learned that could help you better interact with someone from a different culture; 4) what approach (or combination of approaches) to multicultural education is predominant; and, 5) if any personal biases surfaced and might be involved for you. Some specific items that should be captured/referenced in your report are:

- What differences in culture and ethnicity were you able to identify?
- How did the teachers and principal self-identify?
- How many ethnic group members work in the school and what positions do they hold?
- What customs or rituals are important in the school?
- What language(s) and communication styles are used?
- What non-verbal communications were utilized?
- What customs of dress are observed?
- What are the teachers’ and the principal’s beliefs about family, religion, gender roles, work, education, humor, etc?
- What ethnic foods were served in the lunchroom/cafeteria and/or brought by students?
- Has the school done anything specific to promote greater diversity?
- Were there any surprises? Confirmations? Lessons?

**Forum Participation (Post biography and participate in 15 discussions @ 2 points each)**

The Forum will be employed as a place for discussing issues of interest to the class through the web. Students are required to post their biography in the Forum (Week 1) and participate each week in a Forum thread. Also, appropriate “NETIQUETTE” should be followed for all postings.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Weekly Assignments &amp; Forums</td>
<td>52%</td>
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<tr>
<td>(16 Forums at 2 pts ea and 5 Homework Assignments at 4 pts ea)</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td>Personal Observational Field Experiences Report</td>
<td>23%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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The success of this course depends on your ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their theses and positions into the discussion groups. Prior to each class I will post Announcements and outline the focus of the subsequent session and direct your reading. Having completed the readings prior to class ensures your productive participation.
Forum Participation & Exercises: Interacting with your classmates is a critical part of your learning experience. It is my intent to have reflective and academic stimulating discussions in the classroom each week. In order to accomplish this there are three basic requirements of your participation. These requirements are:

1. To assist in getting discussions started early, please post your initial responses by Thursday, 11:55pm EST. Please have your follow-up responses to your peers’ completed by Sunday, 11:55pm EST. Late postings (after the due date) will be accepted, but may result in a deduction on points on an individual basis. This must be cleared ahead of time to receive any credit for a late post.
2. To clearly and completely answer a question, the minimum length of your forum posts should be 300 words. Be sure to include outside sources from your readings and outside research to support your points.
3. The required number of comments to others each week is a minimum of two. You can fulfill the requirements of responding to others by posting two (2) substantive responses to ANY learner’s initial responses AND by the posted due date. I would encourage you to go beyond the minimum of two responses to further the discussion and ensure that you receive the highest marks (minimum does not mean 100% on your grade). These responses should be a minimum of 100 words. “I agree” or “great job” is not enough. Tell why you agree or why you think the learner did a great job. Personalize your response with your experiences and questions for your peers.

Forum Ground Rules

1. Read posts with an attitude that you are open to rethinking your own beliefs and assumptions.
2. Acknowledge what the other person says and add to it in a substantive way.
3. Demonstrate professional courtesy and respect for one another.
4. Understand that "life" happens.
5. What is said here stays here.
6. What is learned here leaves here.
7. Have fun!

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forums, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings. In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking; and
- excellent grammar, syntax, and spelling.

Grading Scale

Please see the Student Handbook (click here) to reference the University’s grading scale.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
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<tr>
<td>1</td>
<td>Forms of diversity</td>
<td>Recognize the strength and value of cultural diversity.</td>
<td>Banks &amp; Banks – Chapters 1 &amp; 2</td>
<td>Post Biography in the Forum. Read bios of your classmates and say hello!</td>
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<td>Approaches to multicultural education</td>
<td>Develop a conscious awareness of culturally diverse populations.</td>
<td>Moule – Chapters 1, 2 &amp; 5</td>
<td>Forum#1 – In your own words, define the following three terms: culture, multiculturalism, and diversity. Support your answer from the readings or additional external research. Read your classmates’ responses and respond to at least 2.</td>
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<td></td>
<td>Characteristics and goals of multicultural education</td>
<td>Define the major concepts and issues in culture examination, including inclusion and exclusion in society and education.</td>
<td>Sleeter &amp; Grant – Chapters 1 &amp; 2</td>
<td>Forum#2 – Multiculturalism began in the Civil Rights movement. Search the Internet or library to find information on one of the following:</td>
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<td>Address issues of racism, bias, and prejudice and explain how these issues affect the experience and education of individuals and groups.</td>
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<td>• President Harry Truman wipes out military segregation</td>
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<td>• Psychological effects of racism</td>
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<td>• Thurgood Marshall</td>
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<td>• Brown vs. Board of Education</td>
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<td>• Daisy Bates</td>
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<td>• The Montgomery bus boycott</td>
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<td>• Rosa Parks</td>
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<td>• James Meredith and Ole Miss</td>
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<td>• Jazz and the Civil Rights Movement</td>
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<td>• Willie Mays</td>
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<td>• Hank Aaron</td>
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<td>• Dr. Martin Luther King, Jr.</td>
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<td>• Marches and Sit- ins</td>
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<td>• Enforcing Civil Rights for all Americans</td>
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<td>In one to two paragraphs, summarize the information and how it relates to multiculturalism. Read your classmates’ responses and respond to at least 2.</td>
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<td>Week</td>
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<tr>
<td>2</td>
<td>The seven conceptions of culture.</td>
<td>Familiarize yourself with the rights of people from different cultures and responsibilities owed to members of different cultures.</td>
<td>Banks &amp; Banks - none</td>
<td>Submit HW#1: Answer the question: “Why is it so easy to develop and then retain racial prejudices?” How can we break this “mold”?</td>
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<td>Visible and invisible culture.</td>
<td>Describe the ways in which such variables as race, class, gender, and exceptionality influence student behavior.</td>
<td>Moule – none</td>
<td>Participate in Discussion Group Forum#3 – The United States has been called a “melting pot” (meaning a blending and assimilation of many cultures to create a new, stronger culture) and a “salad bowl” (meaning cultures are mixed together to compliment each other yet retaining unique qualities). Do you agree or support the use of either of these terms? Why or why not? Use the readings or additional external research to support your answer. Post your response to these questions and comment on two of your classmates’ postings.</td>
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<td></td>
<td>Understanding institutional and cultural racism and prejudice.</td>
<td>Describe what teachers and administrators can do to achieve the goals of excellence and equity for their students.</td>
<td>Sleeter &amp; Grant – Chapters 3 &amp; 4</td>
<td>Forum#4 – Present your interpretation and understanding of the Principle of Normalization. How do (or can) racism, bias, and/or prejudice play a role in normalizing a population? Support your answers from the readings or additional external research. Post your response to these questions and comment on two of your classmates’ postings.</td>
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<td>Typologies of multicultural education.</td>
<td>Describe the five approaches to multicultural education.</td>
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<td>Evaluate, analyze, and describe ways to improve interpersonal relations.</td>
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<td>3</td>
<td>Privilege and racial consciousness among whites.</td>
<td>Examine cultural norms and attributes of those who are</td>
<td>Banks &amp; Banks - Chapters 3 and 8</td>
<td>Fieldwork - Participate in at least 2 hours of classroom observation focusing on identifying characteristics and behaviors of different ethnic or racial cultures. This</td>
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## Cross-cultural miscommunication.

Teaching the exceptional and culturally different. Tracking

- racially and ethnically different.
  - Describe the argument that supports the notion that White students have a significant educational advantage over Students of Color.
  - Evaluate in what ways schools contribute to inequality.

Describe the argument that supports the notion that White students have a significant educational advantage over Students of Color.

Evaluate in what ways schools contribute to inequality.

- Moule - Chapters 3, 6, and 7
- information will go into your field experience project at the end of this course.

Provide examples of cross-cultural miscommunication in school settings. This information will stem from your observations and continue into research on the topic. Also include ways the school contributes to the inequality of cultural groups.

Participate in Discussion Group
Forum#5 - Gather at least one artifact (article, book, poem, film, song, etc.) of your choice, the assigned readings, supplemental readings, and any other additional external resources, identify a racially or ethnically different culture. Describe the characteristics, values, norms, language, and other significant attributes about this culture. Be sure to address myths and misconceptions surrounding this culture as well as bias, stereotyping and prejudice that are associated with this culture.

Forum#6 - Describe the argument that supports the notion that White students have a significant educational advantage over Students of Color. Be sure to include the cultural norms and behaviors that were addressed in the Forum#5 responses and how those might influence the argument.

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<tr>
<td>4</td>
<td>Forms of gender bias</td>
<td>Examine norms and attributes of gender and sexual orientation cultures.</td>
<td>Banks &amp; Banks - Chapter 4 Moule - Chapter 4 Sleeter &amp; Grant - none</td>
<td>Field Experience - Participate in at least 1 hour of classroom observation focused on identifying characteristics and behaviors of you of different genders or (perceived) sexual orientations. This will go into your field experience project later in this course. Identify strategies that can encourage girls to develop both technological confidence and competence or feel that they are equal in the fields of sciences and</td>
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<td>Gender identity</td>
<td>Describe contemporary approaches to create positive feelings</td>
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<td>Classrooms for gender balance</td>
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among all students and reduce stereotyping.

Explain different strategies that can be used to help individuals develop more positive attitudes towards others.

Identify strategies that can encourage girls to develop confidence and competence.

**Week 4, cont'd**

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<th>Topic(s)</th>
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</table>
| Myth of socio-economic status        | Examine norms and attributes of cultures defined by socio-economic status and/or geographically centered. | Banks & Banks - Chapter 10 and 11  
Moule – Chapter 9  
Sleeter & Grant – Chapter 4 | HW# 2 Read the articles in the e-bibliography. One is written by Ruby Payne about working with students in poverty and one is a criticism of Ruby Payne’s model. Describe how SES effects education. Compare and contrast the unique perspective taken by Ruby Payne or the criticism of her work. Feel free to refer to her textbook (in the supplemental texts) or your personal observations to assist in your response.  
Fieldwork Assignment - Participate in at least 1 hour of classroom observation focused on identifying characteristics and behaviors of different SES cultures or geographic- centered orientations. Identify strategies that can encourage those students disadvantaged by SES or geography to break the generational boundaries of their SES or geography.  
Participate in Discussion Group  
Forum#8 – Using the assigned readings, supplemental readings, and any other additional external resources. |
| Breaking the boundaries of geographic location and socio-economic class |                                                                 |            |                                                                              |
identify SES-based or geographically-oriented cultural aspects. You may want to pick one that closely resembles the clientele of your field experience school. Describe characteristics, values, norms, language, and other significant attributes about this culture. Be sure to address myths and misconceptions surrounding this culture as well as bias, stereotyping, and prejudice that is associated with this culture.

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<td>5</td>
<td>Gender gap</td>
<td>Examine norms and attributes of cultures defined by age or educational differences. Facilitate effective communications between teacher and student</td>
<td>Banks &amp; Banks - none Moule - none Sleeter &amp; Grant - none</td>
<td>Fieldwork Assignment - Participate in at least 1 hour of general observation or personal interview with an educator focused on identifying characteristics and behaviors of different cultures involving age in education. Briefly describe the gap between teacher and student as different cultures as defined by age and/or a generation gap. Through the class reading and research, identify strategies, including technology, that can be used in education to better meet the diversity that age requires. Participate in Discussion Group Forum#9 - Using the supplemental readings, and any other additional external resources, identify communication, physical, or mentally-oriented cultural aspects due to the diversity of age in education. Describe why it is important to know the generation that you are educating. Then describe at least 2 ways educators can make sure that they are knowledgeable about the students they teach.</td>
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<td>Week 5, cont'd</td>
<td>Diversity of religion</td>
<td>Examine norms and attributes of cultures defined by religious differences.</td>
<td>Banks &amp; Banks - Chapter 5 Moule - Chapter - None Sleeter &amp; Grant -</td>
<td>Participate in Discussion Group Forum#10 - Using the assigned readings, supplemental readings, and any other additional external resources, identify cultural aspects of a religious group different than your own. Describe characteristics, values, norms, language, and other significant attributes about this culture and compare it to your own.</td>
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<td>Week</td>
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<td>6</td>
<td>Diversity of isolated cultures</td>
<td>Examine norms and attributes of cultures defined by being a member of the military, a health culture, or a popular culture.</td>
<td>Banks &amp; Banks – none</td>
<td>HW#3 - Depending on your interest and your field study site, choose one of the following cultures: military, health culture, or popular culture. Find a minimum of three resources from the library, Internet, journals, or newspaper articles that describe the educational advantages and disadvantages of the culture. Look for strategies, including technology that can be used to lessen the disadvantages for your chosen culture.</td>
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<td></td>
<td>Military culture</td>
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<td>Diller – Chapter - None</td>
<td>Fieldwork Assignment - Depending on your chosen fieldwork site, participate in at least 1 hour of general observation or personal interview with an educator focused on identifying characteristics and behaviors of members of either the military culture, a health culture or popular culture.</td>
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<td>Health related cultures</td>
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<td>Sleeter &amp; Grant – None</td>
<td>Identify strategies that can encourage those students disadvantaged by being a member of the military, a health culture, or popular culture to develop both confidence and competence.</td>
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<td></td>
<td>Pop culture</td>
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<td>Participate in Group Discussion Forum#11 - Using the supplemental readings, and any other additional external resources, identify cultural aspects of one of the following groups: military, health culture, or popular culture. Describe characteristics, values, norms, language, and other significant attributes about this culture. Be sure to address myths and misconceptions surrounding this culture as well as bias, stereotyping and prejudice that are associated with this culture.</td>
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<tr>
<td>6, cont’d</td>
<td>Diversity in learners</td>
<td>Examine norms and attributes of cultures defined by</td>
<td>Banks &amp; Banks - Chapters 13-15</td>
<td>HW#4 - Take a learning styles inventory found online. Describe your learning style. Then look at Howard Gardner’s <em>Multiple Intelligences</em> and describe the</td>
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<td>Week</td>
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<td>7</td>
<td>History of education and diversity</td>
<td>Describe the concept of culturally responsive education. Describe strategies used in the classroom to scaffold instruction for second language learners.</td>
<td>Banks &amp; Banks – Chapters 7 &amp; 16 Moule – Chapters 8 &amp; 9 Sleeter &amp; Grant - Chapters 5 &amp; 6</td>
<td>HW#5 - Research methods and techniques of second language teaching for the age group that you are observing in your field work. These methods may include but are not limited to: (1) Comprehensible input (2) On-going, specific, and immediate feedback (3) Grouping structures and techniques (4) Building background and vocabulary development (5) Student engagement</td>
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</table>
(6) Use of technology

Describe the strategy and how it can be used with students in the classroom.

Fieldwork Experience - Participate in at least 2 hours of general observation in a classroom setting or personal interview with an educator focused on identifying the realized response of education to multicultural issues and your perceptions of education on the multicultural groups we have discussed.

While observing in the classroom, look for strategies, including technology that the educator uses to scaffold instruction for second language learners.

Participation in Group Discussion
Forum#14 - Using your readings, additional external research and reflections on your classroom observations, how has the education system responded over time to the surge of multiculturalism in the contexts of curriculum and instruction?

Forum#15 - Using your readings, additional external research and reflections on your classroom observations, how can educators scaffold instruction to help second language students? Make sure to include the use of technology in your response.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Reflection Course Wrap-up</td>
<td>Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of curricular and instructional practices that fully</td>
<td>Banks &amp; Banks - none</td>
<td>Research Paper - Each student will prepare a research paper on a multicultural education and communication issue. The paper should address an issue of your choice germane to the content of this course that can be gainfully explored within the research traditions of a current multicultural education and communication issue. However, regardless of the student preference, the professor must approve the topic by Week 2. The research paper should be approximately 10 pages in</td>
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<td></td>
<td>Sleeter &amp; Grant - None</td>
<td></td>
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</tbody>
</table>
| 8, cont'd | accommodate learners’ diverse needs.  
Demonstrate knowledge of and strategies to implement researched-based practices that will close the achievement gap.  
Implement strategies that encourage students’ to value their own heritage, value richness of cultural diversity and commonality; respect diverse cultural groups, and, reduce stereotyping related to diversity factors. | length and include at least five bibliographic references in addition to the course texts. References should be listed at the end of the paper and should follow American Psychological Association (APA) formatting. The APA website can be consulted for assistance.  
Field Experience Project – Throughout this course you have observed and interviewed administrators and educators on various aspects of culture in education. From your experience you should write a six to eight page summary of your experience including:  
1) a summary of the event;  
2) something you learned about the culture of the school (that you previously were unaware of);  
3) something unique you learned that could help you better interact with someone from a different culture;  
4) what approach (or combination of approaches) to multicultural education is predominant; and,  
5) if any personal biases surfaced and might be involved for you.  
Some specific items that should be captured/referenced in your report are:  
   a) What differences in culture and ethnicity were you able to identify?  
   b) How did the teachers and principal self-identify?  
   c) How many ethnic group members work in the school and what positions do they hold?  
   d) What customs or rituals are important in the school?  
   e) What language(s) and communication styles are used?  
   f) What non-verbal communications were utilized?  
   g) What customs of dress are observed?  
   h) What are the teachers’ and the principal’s beliefs about family, religion, gender roles, work.
<table>
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<th>cont’d</th>
<th>education, humor, etc?</th>
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<tbody>
<tr>
<td></td>
<td>i) What ethnic foods were served in the lunchroom/cafeteria and/or brought by students?</td>
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<tr>
<td></td>
<td>j) Has the school done anything specific to promote greater diversity?</td>
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<tr>
<td></td>
<td>k) Were there any surprises? Confirmations? Lessons?</td>
</tr>
</tbody>
</table>

Participation in Group Discussion Forum #16 - Reflect on your learning journey in the course. What was one of the most significant learning experiences you had in this course? Describe why it was important. How will it impact you as an educational leader?
Selected Bibliography


A. Deep Web—Licensed Materials

* Databases Available

  - APUS Library Catalogue
  - E-Journal Title Search Engine
  - Selected Article/Information Databases
    - *Education Research Complete* (EBSCO)
    - *Academic Search Premier* (EBSCO) (articles)
    - *LexisNexis* (news and law)
    - *Loislaw* (request access from librarian@apus.edu)
    - *PsycARTICLES*

* Journal Titles

  - Electronic magazine of multicultural education *Directory of Open Access Journals*
  - Gender and education *Academic Search Premier*
  - Journal of education for students placed at risk *Education Research Complete*
  - Journal of Latinos and education *Academic Search Premier*
  - Journal of multicultural counseling and development *ion Research Complete tion Research Complete*
  - Multicultural education (San Francisco, Calif.) *ProQuest Research Library*
  - Negro educational review *Academic Search Premier*
  - Race, ethnicity and education *Academic Search Premier*

* Online Catalog (or, titles available electronically)

• Anti-racism, feminism, and critical approaches to education [electronic resource] / edited by Roxana Ng, Pat Staton, and Joyce Scane. ; Westport, Conn. : Bergin & Garvey, ; 1995. ;


• Media: Laboratory/Simulation/Video Resources (Open and Deep Web)


  • Leonard Peltier ~ Americas Mandela
http://myspacetv.com/index.cfm?fuseaction=vids.individual&videoid=901384. The story of the more than 60 men and women who died during the "reign of terror." How all that relates to the case of Leonard Peltier

  • PBS 39 Tempo - Show 432 - Seg 3 - *Diversity*
http://www.youtube.com/watch?v=kSO4l4BxihA goes to Easton Area Middle School to see how kids are learning about* diversity*...PBS 39 WLVT Tempo Lehigh Valley Bethlehem Allentown Easton Pennsylvania School* Education Diversity*

  • The *Diversity* Center: Changing Minds, Changing Lives
http://www.youtube.com/watch?v=jxi5IhpSvty> through* education* and advocacy, as well as highlighting the importance of* diversity*, from the perspective of our staff and constituency....nonprofit* diversity* center training* education*

  • *Diversity* Awareness <http://www.youtube.com/watch?v=EnAbNBEJ56g> hope their children will always be tolerant of differences in others. Here are some activities to promote* diversity* with your kids.*...diversity* awareness* education* children
• Exploring *Diversity* in the Classroom  
  [http://www.youtube.com/watch?v=t-gnuqCZ7hq](http://www.youtube.com/watch?v=t-gnuqCZ7hq)  video I created for an* Education* course I'm taking on* Diversity* in  
  the classroom. This video shows the importance of incorporating Diversity* into your classroom and how  

• Reel Bad Arabs: How Hollywood Vilifies a People  
  [http://www.youtube.com/watch?v=Ko_N4BcaIPY](http://www.youtube.com/watch?v=Ko_N4BcaIPY)  
  counter-narratives that do justice to the* diversity and* humanity of Arab people* and* the reality* and* richness of Arab history* and* culture. Director: Sut Jhally Biographical  

• Trail of Tears: Cherokee Legacy Native American Indian  
  [http://www.youtube.com/watch?v=Np-TYoZE5NM](http://www.youtube.com/watch?v=Np-TYoZE5NM)  “*Trail Of Tears*”  
  www.richheape.com

• **Style Manual**
  
  • American Psychological Association : APA Guidelines.  

• **Textbooks (Licensed to Students—CMM adds)**

• **CASE STUDIES**
  
  •  [http://casenex.com](http://casenex.com) To access the case listed in your syllabus, log in using the username: apusedu512  Password: jan2007  
  •  [CasePlace.org](http://openlearn.open.ac.uk/course/view.php?id=3426): CasePlace.org is a free, practical on-line resource for up-to-date case studies, syllabi, and innovative teaching materials on business from corporate governance to sustainable development. Teacher needs to register but can view cases for free.  
  •  [Harvard Business Online](http://openlearn.open.ac.uk/): You will need to register to view Harvard Case Studies. These are typically purchased on an individual student basis.

**B. Open Web**

• **Trusted Web Sites**
  
  • Center of Research on Education, Diversity & Excellence (CREDE)  
  [http://www.cal.org/crede/](http://www.cal.org/crede/)
  
  • National Association for Multicultural Education.  
  [http://www.nameorg.org](http://www.nameorg.org)
  
  • US Department of Education: No Child Left Behind.  
  [http://www.cal.org/crede/](http://www.cal.org/crede/)
  
  • Read Write Think . National Council of Teachers of English  

• **OPEN COURSEWARE**
  
  • Women and Gender Studies:  
  Includes videos  MIT OPEN COURSEWARE  
  
  • TEACH GLOBAL.  
  [http://openlearn.open.ac.uk/](http://openlearn.open.ac.uk/)
• Listservs/Discussion groups/Blogs

  • Missouri Department of Elementary and Secondary Education: Special Education Listserv (SELS) [http://dese.mo.gov/divspeled/Administration/ListServPostings/LSPostings.html](http://dese.mo.gov/divspeled/Administration/ListServPostings/LSPostings.html)
  • The primary focus of the Community Learning Network (CLN) [http://www.cln.org/lists/home.html](http://www.cln.org/lists/home.html)