EL 535 Cultural Awareness for Educators Blackboard – Graduate Department of Early Childhood/Elementary Teacher Education Emporia State University Summer 2010

Instructor: Joyce Clark  
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Course Location: Web Course – Three Credit Hours

Contact Phone: (816) 689-1889 or (816) 261-0595


Course Description:

This course is designed to prepare students to effectively educate culturally, ethnically, racially-different and differently-abled students. Major components are: to explore personal biases and methods of overcoming them; explore basic principles underlying multicultural/diversity education; develop appropriate teaching strategies, activities and materials; adapt and evaluate curricula for use in culturally diverse, as well as homogeneous, classrooms; and provide content and discussion about diverse cultures and gender equity issues. Prerequisite: Junior Standing. The class may be taken for graduate credit.

Course Timeline: The course officially begins on June 7, 2010, and ends July 17.

Course Goals:

1. To demonstrate understanding of the theoretical/philosophical rationale for multicultural education.
2. To develop an awareness of multiple cultures in classrooms.
3. To experience, study, and apply instructional strategies designed to guide the learning for a diverse society.
4. To explore the relationship between language, culture, and ethnicity.
5. To explore our culture’s ethnicities and language practices.
6. Reflect on how cultural practices and beliefs influence our instruction as teachers.

Conceptual Frameworks and Course Outcomes:

<table>
<thead>
<tr>
<th>Kansas Standards</th>
<th>Course Outcomes</th>
<th>Conceptual Framework</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>Professional 13.K.1, 13.K.2, K6 4.K.7</td>
<td>The students will demonstrate historical understanding of American heritage as a nation of immigrants and diverse peoples.</td>
<td>Critical Thinker (Knowledge 5)</td>
<td>Discussion board activities</td>
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<tr>
<td>Professional 13.K.1, 13.K.2 K-6 4.K.8</td>
<td>The students will demonstrate understanding of our nation’s common ground of a shared commitment to the values and principles of constitutional democracy.</td>
<td>Critical Thinker (Knowledge 2 and 3)</td>
<td>Cultural Affects Paper(s) Portfolio</td>
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<td>Professional 3.P.2, 3.P.5, 3.P.6, 3.P.7</td>
<td>The students will identify basic principles for including diversity in classroom design.</td>
<td>Effective Practitioner (Skills 3 and 5)</td>
<td>Evaluation of children’s literature Discussion board activities Analysis of vignettes</td>
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<td>Professional 3.P.5</td>
<td>The students will demonstrate understanding of diversity implications in parent/family issues such as parent/teacher conferences, use of translators, the educator as an authority figure, and school/teacher communication with families.</td>
<td>Critical Thinker (Knowledge 5) (Dispositions 5)</td>
<td>Discussion board activities</td>
</tr>
<tr>
<td>Professional 3.K.2, K.6, 7.K.6, 7.P.2</td>
<td>The students will identify and analyze typical points of conflict along the path to cultural fluency.</td>
<td>Critical Thinker (Knowledge 5) (Dispositions 5)</td>
<td>Analysis of vignettes, Discussion board activities, Evaluation of children’s literature Portfolio</td>
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<td>Professional 3.K.2, K.6, 7.K.6, 7.P.2</td>
<td>The students will be able to base pedagogical principles in serving children whose first language is not English.</td>
<td>Critical Thinker (Dispositions 5)</td>
<td>Evaluation of children’s literature, Discussion board activities, Analysis of vignettes</td>
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<td>Professional 3.P.5</td>
<td>The students will be able to communicate the difference in integration of diversity topics and “tokenism”.</td>
<td>Critical Thinker (Knowledge 5) (Dispositions 5)</td>
<td>Discussion board activities, Lesson planning activity</td>
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<td>Professional 3.P.1, 2.K.3</td>
<td>The students will demonstrate understanding of how developmental levels relate to choosing diversity topics for the curriculum.</td>
<td>Critical Thinker (Knowledge 4 and 5)</td>
<td>Cultural Affects Paper(s)</td>
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<td>Professional 3.P.6, K.6 4.K.1</td>
<td>The students will apply strategies for analyzing their own cultural identity and reflect on the positive and negative implications this may have for their classroom.</td>
<td>Critical Thinker (Dispositions 5)</td>
<td>“What’s in a Name” Assignment, Cultural Affects Paper(s) Portfolio</td>
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<td>Professional K.6, 7.K.3</td>
<td>The students will demonstrate understanding of the influences the entire school environment may have on diversity issues.</td>
<td>Critical Thinker (Dispositions 5)</td>
<td>Analysis and use of children’s literature Portfolio</td>
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<td>Professional 3.K.5, K-6 4.K.6</td>
<td>The students will analyze the influence of community cultural issues and tensions on classroom and school climate.</td>
<td>Critical Thinker (Dispositions 2 and 5)</td>
<td>Discussion board activities Analysis of vignettes and children's literature</td>
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<td>Professional 3.P.7</td>
<td>The students will demonstrate understanding of religious diversity that exists in classroom and the necessity of freedom of conscience/belief.</td>
<td>Critical Thinker (Dispositions 5)</td>
<td>Analysis of vignettes Portfolio</td>
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<td>Professional K-6, 7.K.5, 7.P.4</td>
<td>The students will demonstrate understanding of the rights and responsibilities of schools and families in the educational setting.</td>
<td>Critical Thinker (Knowledge 9)</td>
<td>Discussion board activities</td>
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<tr>
<td>Professional 3.P.2, 3.P.7, 6.P.4, 11.P.3</td>
<td>The students will demonstrate understanding of inclusion as it is practiced in the educational setting.</td>
<td>Effective Practitioner (Knowledge 5) (Skills 3 and 5)</td>
<td>Discussion board activities Analysis of vignettes</td>
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<td>Professional 10.P.2, 10.P.3</td>
<td>The students will demonstrate understanding of collaboration.</td>
<td>Effective Practitioner (Knowledge 5) (Skills 3)</td>
<td>Cooperative Grouping in on-line activities</td>
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<tr>
<td>Professional K.6 7., K.3</td>
<td>The students will apply strategies for analyzing their own cultural identity and reflect on the positive and negative implications this may have for their classroom The students will demonstrate understanding of the influences the entire school environment may have on diversity issues</td>
<td>Critical Thinker (Knowledge 5) (Skills 3)</td>
<td>Discussion board activities Analysis of vignettes Portfolio</td>
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**Academic Honesty Statement:** Academic dishonesty, a basis for disciplinary action, includes but is not limited to, activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). If academic dishonesty should occur in this course, the policy stated in the ESU Handbook will be applied.

**Evaluation:**

Grades will be calculated from points received for student work associated with the activities of each lesson. Activity expectations are provided in each lesson. A student's grade is based entirely on the quality of work in completing course requirements, which are:

1. Responsible participation on-line for work of the course on a regular basis.
2. Satisfactory completion of all projects, tasks, and other assigned work as scheduled.
3. Satisfactory scores on Discussion Questions.
4. Regular attendance on-line. The instructor reserves the right to adjust the course grade based on attendance/tardiness behavior. Excused absences will be granted provided you communicate your need to be absent by phone, email, or leave a message before that day's class session. In borderline grade situations, regular attendance and promptness will be considered to the student's advantage.

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<tr>
<th>Score Range</th>
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<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

Late Work: Assignments are expected on the due date. Two points per day will be deducted for late work, with assignments not accepted after 3 days. This consideration is not applicable to Discussion Board Postings, as postings must be made on time to indicate attendance. In the event that an emergency or circumstances beyond the control of the student occurs, the student must contact the instructor as soon as possible for special consideration.

Graded Work: As individuals in higher education, we are held to a higher expectation. Proper writing skills are expected in written assignments, including spelling, punctuation, grammar, and sentence structure. Points will be deducted for errors in written communication.

Course Requirements:

Written assignments are to be sent to the instructor via email as an attachment with EL535 and name of assignment in the subject line of your email. The reason for this is that the spam filter will delete your email if this information is not provided.

Please prepare your assignments in Microsoft Word. You must send your paper in word format (please do not use Macintosh Word).

I may comment on your paper through email, but your grade will be posted on Blackboard.

All assignments must be time stamped (via email) no later than the date and time that it is due. Late assignments will be penalized two points for each day late. Papers more than 3 days late may not be accepted. This consideration does not apply to Discussion Board assignments. They should be made on time as though you were in attendance in class.

If you have questions regarding assignments, please email me with EL535 Question in the subject line of your email. You may also call me. In the event that I am not available, please leave a message, and I will return your call as soon as possible.

Assignment Requirements:

Portfolio Reflection: Students will begin portfolio for reflective thinking of course content. A reflection paper will be submitted by the students at the end of the term.

Text Reading: The reading of the text is necessary to respond appropriately to some Discussion Board questions and vignettes. We will progress through the entire text over the course of the class.
Discussion Board: This will be a large percent of your grade. You must participate in every discussion question posed for each session. There will be two discussion sessions each week (every Monday and Thursday). Every student will be required to answer all questions professionally, ethically, and with integrity. Students may lose all discussion points if s/he acts or responds inappropriately while participating in this activity. This is an attendance regulated part of the class. Postings to Discussion Board questions should be made by 11:59 p.m. on the due date. Late responses to the Discussion Board questions will indicate an absence. Discussion Board postings may not be accepted late. Please be sure to post on time.

“What’s in a Name”: Students will research the meaning and cultural influence of his/her own name and write a personal paper regarding his/her own name.

Two-page written paper: To be written on “How culture affects your life in society today.” Specifics for the assignment will be posted to Blackboard.

Two-page written paper: To be written on “How culture affects education at the K-12 level.” Specifics for the assignment will be posted to Blackboard.

Evaluation of children’s literature in multicultural education: Students will evaluate selected children’s literature for use in the multicultural classroom. Specifics will be posted to Blackboard.

Multicultural Lesson Planning: Students will be expected to create a multicultural lesson plan. Specifics for the assignment will be posted to Blackboard.

Analysis of Vignettes: Vignettes, similar to case studies, will be provided, with written student responses to be submitted. Specifics will be posted to Blackboard.

Additional Assignment for Graduate Level Students: Graduate students only will design a Cultural Unit of at least three teaching days that addresses the needs of all students in a classroom. It should not be one that is simply downloaded from the internet. It should be original in nature and design. It may include the lesson plan previously submitted to this instructor this semester, but must connect to the complete unit. The students will also write a paper explaining the multicultural components of the unit, with an explanation as to why those components were chosen and are important to the unit. Specifics will be posted to Blackboard.

ACCOMODATIONS FOR PERSONS WITH DOCUMENTED DISABILITIES: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communications between students, the Office of Disability Services, and the professor will be strictly confidential.

Office of Disability Services
242 SE Morse Hall
620-341-6637
Voice 620-341-6646 TTY
Disabser@emporia.edu
ASSIGNMENT TIMELINE AND DUE DATES-Graduate EL 535 SUMMER 2010 Joyce Clark, Instructor

The Discussion Board questions may be related to the text, to vignettes, to children's literature, to class assignments, or to cited web sites.

You will be happy to know there are no tests during this course.

Tuesday, June 8, 11:59 p.m.

Under “Discussion Board” please post an introduction of yourself for the others in class. Tell us a little about you, your educational goals, and your teaching experience. We want to know about you!

Read Chapter 1 and prepare for Thursday’s class.

Prepare your portfolio for reflections. See text, Chapter 1.

Thursday, June 10, 11:59 p.m.

Discussion Board: Respond to the questions posed for Session 2. Respond to the postings of at least two of your class peers. All responses should be thorough and of good quality, with appropriate content that is directly related to the class subject, using appropriate grammar and spelling. Points for responses will be given on the basis of the quality of your answers and responses. A simple response saying, “I agree with you,” is not thorough and will not receive points. Agreeing is fine, but you must substantiate your response. It is acceptable to disagree, as long as you are respectful and professional in your opinions. Postings and responses are due by 11:59 p.m. These expectations are for this and every future Discussion Board response. Discussion Board questions will open for postings no later than the day before the due date. Please advise me if the board does not open on time.

Read Chapter 2 and prepare for Monday’s class.

Monday, June 14, due by 11:59 p.m.

Discussion Board: Respond to the questions posed for Session 3.

Read Chapter 3 and prepare for Thursday's class.

Complete your “What’s in a Name” paper.

Thursday, June 17, due by 11:59 p.m.

“What’s in a Name” Paper due.

Discussion Board: Respond to the questions posed for Session 4.

Read Chapter 4 and prepare for Monday’s class.

**Monday, June 21, due by 11:59 p.m.**

“How Culture Affects Your Life in Society Today” paper is due today.
Discussion Board: Respond to the questions posed for Session 5.
Read Chapter 5 and prepare for Thursday's class.
Complete your “How Culture Affects Education at the K-12 Level” paper.

**Thursday, June 24, due by 11:59 p.m.**

“How Culture Affects Education at the K-12 Level” paper is due today.
Discussion Board: Respond to the questions posed for Session 6.
Read Chapter 6 and prepare for Monday’s class.
Prepare your evaluation of multicultural children’s literature.

**Monday, June 28, due by 11:59 p.m.**

Evaluation of multicultural children's literature is due.
Discussion Board: Respond to the questions posed for Session 7.
Read Chapter 7 and prepare for Thursday’s class.
Prepare your lesson plan.

**Thursday, July 1, due by 11:59 p.m.**

Your lesson plan is due.
Discussion Board: Respond to the questions posed for Session 8.
Read Chapter 8 and prepare for Monday’s class.

**Monday, July 5, due by 11:59 p.m.**

Discussion Board: Respond to the questions posed for Session 9.
Read Chapter 9 and prepare for Thursday's class.

**Thursday, July 8, due by 11:59 p.m.**

Discussion Board: Respond to the questions posed for Session 10.
Read Chapter 10 and prepare for Monday’s class.

**Monday, July 12, due by 11:59 p.m.**
Discussion Board: Respond to the questions posed for Session 11.

Read Chapter 11-12 and prepare for Thursday’s class.

**Thursday, July 15, due by 11:59 p.m.**

Discussion Board: Respond to the questions posed for Session 12.

Prepare your Portfolio Reflections Paper.

**Saturday, July 17, due by 11:59 p.m.**

Portfolio Reflections Paper is due.

Units of Study, including a written paper on why those multicultural components were chosen and are important to the unit, is due.