

**WAYLAND BAPTIST UNIVERSITY
DIVISION OF EDUCATION
EDUC 5303 Multicultural Education
Virtual Campus – Summer 2008**

Mission: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Catalogue Description:

Course focuses on the impact of culture, ethnicity, socioeconomic status, religion, and special populations on learning and identifies ways to enhance learning and motivation in the public schools.

Instructor:

Dr. Suzanne Nesmith

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Required Resource Material:

Banks, J.A., & McGee-Banks, C.A. (2007). *Multicultural education: Issues and perspectives* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

and

Payne, R. (1998). *A framework for understanding poverty*. Highlands, TX: RFT Publishing.

Access to the internet on a regular basis is a requirement for this course. All class discussions take place via the internet. All class materials are distributed online and assignments will be collected on the class website.

I may need to contact you by phone. On Blackboard click on personal information, which is located at the bottom of the box labeled TOOLS. **Edit Personal Information** so I will have your mailing address and phone numbers.

University Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings will receive a grade of "F" in the course. Student appeals should be addressed, in writing, to the campus dean.

Attendance for this online course will be documented by the student's participation in class discussions and submission of assignments. The last date of attendance will be determined by student's most recent participation in course activities – not the last log-in.

Provisions for Special Needs: It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Please inform the professor of any documented disabilities that may affect your participation in this class. Any necessary adjustments can be made through the university or Dr. Nesmith.

ACADEMIC HONESTY:

Wayland "expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action."

Plagiarism

"Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another."

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

COURSE CALENDAR:

The reading assignment listed in the syllabus should be done BEFORE the date it is listed. This will allow you to use what you have read to complete the week's assignment.

For example, before June 1 you should read *Payne – Chapter 1, Definitions and Resources and BANKS– Chapter 1 and Chapter 2, Multicultural Education*, and the assignment over Chapter 1 in Payne and Chapters 1 & 2 in B&M-B will be due on June 1.

Before you start reading anything in our texts, please complete the Baseline Survey for (Insert Student Name) found by clicking on Web Resources.

Week Module #	Dates	Activity
1	May 27 – June 1	<p><i>Before reading anything, complete the Baseline Survey for (Insert Student Name) found in Web Resources on Blackboard. Please save the Baseline Survey with your name inserted where it says "insert student name." Put your survey in the Digital Dropbox and <u>save a copy on your computer</u> for yourself. Put in Digital Dropbox by May 30.</i></p> <p><i>Payne – Chapter 1, Definitions and Resources Banks– Chapter 1 and Chapter 2, Multicultural Education</i></p> <ul style="list-style-type: none"> • <i>Discussion Board Postings due by June 1 midnight</i> • <i>Blog chapters due by June 1</i> <p>Chapter Blogs are to be labeled "week # first name last name" for each week in this class and created in the <i>Chapter Blogs</i> section in <i>Assignments</i>. You will have 10 of these. Each week, you need to write ONE paragraph for every chapter read <i>for the week</i>. In each paragraph (one paragraph for each chapter) summarize what you saw as the most important points of the chapter. Don't outline the whole chapter. Use what you read <u>from the entire chapter</u> to formulate ONE paragraph which captures the essence of what is important about that chapter. Please CLEARLY label EACH of your paragraphs inside each week's Blog. A sample chapter Blog is located in <i>Lecture Notes</i>. For example, if I was in this class, by June 1 I would have my first Blog titled "Week 1 Suzanne Nesmith" It would include a paragraph for Payne and another paragraph for Banks Chapter 1 and another paragraph for Banks Chapter 2. I would also respond to the discussion board question and to the postings of at least two class peers by June 1.</p>
2	June 2 – June 8	<p><i>Payne – Chapter 2, The Role of Language and Story Banks – Chapter 4, Social Class and Educational Equity</i></p> <ul style="list-style-type: none"> • <i>Observation #1 Due by June 8 SOCIAL CLASS</i> • <i>Blog chapters due June 8</i>

3	June 9 – June 15	Payne – Chapter 3, Hidden Rules Among Classes Banks – Chapters 3 & 9, Ethnicity <ul style="list-style-type: none"> • Discussion Board Postings due by June 15 midnight • Blog chapters due June 15
4	June 15 – June 22	Payne – Chapter 4, Characteristics of Generational Poverty Banks – Chapters 6, 7, & 8, Gender <ul style="list-style-type: none"> • Observation #2 Due by June 22 RACE OR GENDER • Blog chapters due June 22
5	June 23 – June 29	Payne – Chapter 5, Role Models and Emotional Resources Banks– Chapter 13, Exceptionality <ul style="list-style-type: none"> • Discussion Board Postings due by June 29 midnight • Blog chapters due June 29
6	June 30 – July 6	Payne – Chapter 6, Support Systems Banks – Chapters 14 & 15, Exceptionality (Continued) <ul style="list-style-type: none"> • Observation #3 Due by July 6 DISABILITY OR EXCEPTIONALITY • Blog chapters due July 6
7	July 7 – July 13	Payne – Chapter 7, Discipline Banks – Chapter 12, Language <ul style="list-style-type: none"> • Discussion Board Postings due by July 13 midnight • Blog chapters due July 13
8	July 14 – July 20	Payne – Chapter 8, Instruction and Improving Achievement Banks – Chapters 10 & 16 , School Reform <ul style="list-style-type: none"> • Observation #4 Due by July 20 LANGUAGE OR CULTURE • Blog chapters due July 20
9	July 21 – July 27	Payne – Chapter 9, Creating Relationships Banks – Chapters 5 & 11, Facing Diversity <ul style="list-style-type: none"> • Discussion Board Postings due by July 27 midnight • Blog chapters due July 27
10	July 28 – August 3	Payne – Conclusion Banks – Chapter 17, Working Together <ul style="list-style-type: none"> • Blog chapter due August 3
11	August 4 – August 7	FINAL EXAM - Baseline Survey – Directions regarding how you'll finish your baseline survey will be posted on Assignments <ul style="list-style-type: none"> • Final Exam Due by August 7

COURSE GRADING CRITERIA AND RUBRIC:

All assignments will be posted and available at the beginning of the term. Assignments and exams MAY be completed and submitted prior to the stated due date, yet MUST be completed by the due date provided in the syllabus. Assignments not completed and submitted by the stated due date/time will reflect a lowered grade of 10% deduction per day minimum. Late work will NOT be accepted after 7 calendar days, therefore any assignment submitted after the 7 day grace period will receive a grade of 0.

Because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through all written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from readings, observations, and personal experiences will be taken into consideration as will correct and appropriate format and construction.

1. **Class Discussions on Discussion Board** –Respond to the discussion question(s) posted. Also read other student posts and respond to classmates. The rubric for grading Discussion Board posts is in the **“Lecture Notes”** section of the website. ***Please send questions for the professor directly to Dr. Nesmith’s email (nesmiths@wbu.edu), not to the Discussion Board and not through Blackboard email*** (5 discussion board postings @ 20 points each)
2. **Observations** – You will be expected to leave your own comfort zone and seek experiences with various cultural, socioeconomic, ethnic, or religious groups and report your findings in writing. Look outside of your everyday settings when choosing your observation sites. Be creative and make sure you leave your comfort zone. Observations must be posted as a Blog in the Assignments section of Blackboard labeled **Observation Blogs**. Be sure to change the Blog entry title for each observation. Name your entry with your observation # first name last name. For example, I would name my observation that is due on June 8 as Observation #1 Suzanne Nesmith. Requirements for the observations and the criteria for grading your observations are in the **“Lecture Notes”** section of the website. (4 observations @ 25 points each)

Each observation is based on what you have read in our textbook. Leave your comfort zone and visit a place which represents at least one of the areas listed for each observation.

Observation 1 – social class (Visit a place where there are people of a different social class/socioeconomic class than you.)

Observation 2 – race or gender (Visit a place where people of a different race or gender than you can be found.)

Observation 3 – disability or exceptionality (Visit a place where people exhibit some form(s) of disability/exceptionality.)

Observation 4 – language or culture (Visit a place where there are people speaking a different language/exhibiting a culture that differs from your own.)

3. **Baseline Survey/Final Exam** – Before you begin textbook reading for this class, complete the “Baseline Survey for (Insert Student Name).” This survey can be found under Web Resources on Blackboard. **You need to**

save your own copy on your computer – inserting your name where it says (Insert Student Name) in the file name. Place your survey with your file name and your response to each question in the Digital Dropbox on Blackboard by May 30.

When taking the survey, answer as thoroughly as possible. You will not be graded on how you answer the questions; you are graded on responding honestly, thoughtfully and candidly to each question. Again, this is a “baseline” and you will be able to self-evaluate throughout this course and make your own judgments about how/if your answers would/would not change. There’s nothing to be gained by trying to respond in a politically correct way.

At the end of the course, as your final exam, you will be able to see how/if your response changed and how the course has impacted your survey response. You will also learn why the questions were included by the survey’s author. (1 survey/final @ 100 points)

4. **Chapter Summary Blog** – Create a Blog titled “week #___ first name last name” On your Blog, you need to write ONE paragraph for EACH chapter read for the week. In each paragraph (one for each chapter) summarize what you saw as the most important points of the chapter. Don’t outline the chapter. Use what you read from the entire chapter to formulate ONE paragraph which captures the essence the chapter, includes chapter vocabulary/examples, and your personal reaction/application to the chapter. It is imperative that you keep up with your reading/Blog EVERY WEEK.

Post your chapter Blogs in the Assignments section of Blackboard labeled **Chapter Blogs**. The rubric for grading your Blog is in the “**Lecture Notes**” section of the website. (10 Blog postings @ 10 points each)

Grading Rubric for EDUC 5303

<i>Requirement</i>	Total	Score
Discussion Board Postings (5 @ 20)	100	
Observations (4 @ 25)	100	
Baseline Survey/Final (1 @ 15/ 1 @ 85)	100	
Blog (10 @ 10)	100	
Total	400	

Final Grade Calculation

A	360-400 pts	CR	Credit
B	320 – 359 pts	NCR	No Credit
C	280 – 319 pts	I	Incomplete*
D	240 – 279 pts	W	Withdrawal from course
F	239 pts or less	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No Grade Given
		IP	In Progress

A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded. A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **E**. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Outcome Competencies:

1. Cultural proficiency that includes the policies and practices of an organization or the values and behaviors of an individual that enables that agency or person to interact effectively in a diverse environment. Cultural proficiency also reflects the way an organization treats its employees, its clients, and its community.
2. Giving context and voice to the notion that culturally proficient instructors add value and dignity to students' lives, and culturally proficient instruction adds a dimension of professionalism to your artistry as a teacher.
3. Increased instructional effectiveness based on three factors: your understanding of who you are and what you think about yourself; your understanding of who the learners are and what you think of them; and the way in which the learners receive you and the subject matter you are presenting.
4. Understanding of student diversity and planning learning experiences to promote all students' learning

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
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