



**Virtual Campus – Summer 2009  
May 26 – August 8**

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

**COURSE NUMBER, SECTION, AND TITLE:** EDUC 5303; VCO1; Multicultural Education

**TERM AND DATES:** Summer 2009; May 26 – August 8, 2009

**OFFICE HOURS:** M-R 10:00 – 2:00 and by appointment; Van Howeling Education Complex; Plainview Campus; Room 201

**INSTRUCTOR:** **Dr. Suzanne Nesmith**  
Email: nesmiths@wbu.edu  
Phone: (806)291-1047 (office) or (806)292-4836 (cell)

**COURSE CATALOG 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.

**PREREQUISITES:** graduate standing

**REQUIRED RESOURCE MATERIAL:**

Banks, J.A., & McGee-Banks, C.A. (2007). *Multicultural education: Issues and perspectives* (6<sup>th</sup> 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.**

**REQUIRED FIELD EXPERIENCE HOURS (minimum requirement):** 8 hours \*Successful completion of field experience hours is required for course credit.

**COURSE OUTLINE:**

- I. Foundations of Multicultural Education
- II. Education that is Multicultural
- III. Diversity
  - a. Ethnicity and Race
  - b. Class and Socioeconomic Status
  - c. Gender
  - d. Exceptionality

- e. Language
- f. Religion
- g. Age

#### **COURSE REQUIREMENTS AND GRADING CRITERIA:**

**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** (4 discussion board postings @ 50 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. 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 7 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. (3 observations @ 100 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/socioeconomic status (Visit a place where there are people of a different social class/socioeconomic status than your own.)

**Observation 2** – race or gender (Visit a place where there are people of a different race or gender than your own.)

**Observation 4** – language or religion (Visit a place where people who speak a different language or are of a different religion than 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. Email your survey with your file name and your response to each question to me at [nesmiths@wbu.edu](mailto:nesmiths@wbu.edu) by midnight May 29.

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. (Survey worth a possible 50 points and final exam worth a possible 200 points). The rubric for grading your final is in the **"Lecture Notes"** section of the website.

- 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 @ 25 points each)

**Grading Rubric for EDUC 5303**

<i>Requirement</i>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Baseline Survey</b>	<b>50</b>	
<b>Discussion Board Postings (4 @ 50 pts each)</b>	<b>200</b>	
<b>Observations (3 @ 100 pts each)</b>	<b>300</b>	
<b>Chapter Summaries (10 @ 25 pts each)</b>	<b>250</b>	
<b>Final Exam</b>	<b>200</b>	
<b>Total</b>	<b>1000</b>	

**EVALUATION:**

**UNIVERSITY GRADING SYSTEM:**

A	900-1000	Cr	for Credit
B	800-899	NCR	No Credit
C	700-799	I	Incomplete*
D	600-699	W	Withdrawal
F	below 600	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 **F**. 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.

**COURSE OUTCOME COMPETENCIES:**

- 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.

#### **ATTENDANCE POLICY:**

1. **Campus 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.**

#### **ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member 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. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

#### **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.

1. 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.*"

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

#### **DISABLED PERSONS:**

**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. Students should inform the instructor of existing disabilities the first class meeting.**

#### **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 May 31 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 May 31

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 26 – May 31	<p><b>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.” Email your survey to me at <a href="mailto:nesmith@wbu.edu">nesmith@wbu.edu</a> and <u>save a copy on your computer</u> for yourself. Email by <b>May 29</b>.</b></p> <p><b>Payne – Chapter 1, Definitions and Resources</b>  <b>Banks– Chapter 1 and Chapter 2, Multicultural Education</b></p> <ul style="list-style-type: none"> <li>• Discussion Board Postings due by May 31 midnight</li> <li>• Blog chapters due by May 31</li> </ul> <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 <b>every</b> chapter read for <i>the week</i>. In each paragraph (one paragraph for each chapter) summarize what you saw as the essential elements of the chapter and your personal reaction/application to the information. 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>.</p> <p>For example, if I was in this class, by May 31 I would have my first Blog titled “Week 1 Suzanne Nesmith” It would include a paragraph for Payne Chapter 1, another paragraph for Banks Chapter 1 and another paragraph for Banks Chapter 2.</p>
2	June 1 – June 7	<p><b>Payne – Chapter 2, The Role of Language and Story</b>  <b>Banks – Chapter 4, Social Class and Educational Equity</b></p> <ul style="list-style-type: none"> <li>• Observation #1 Due by June 7 SOCIAL CLASS/SOCIOECONOMIC STATUS</li> <li>• Blog chapters due June 7</li> </ul>
3	June 8 – June 14	<p><b>Payne – Chapter 3, Hidden Rules Among Classes</b>  <b>Banks – Chapters 3 &amp; 9, Ethnicity</b></p> <ul style="list-style-type: none"> <li>• Discussion Board Postings due by June 14 midnight</li> <li>• Blog chapters due June 14</li> </ul>
4	June 15 – June 21	<p><b>Payne – Chapter 4, Characteristics of Generational Poverty</b>  <b>Banks – Chapters 6,7, &amp; 8, Gender</b></p> <ul style="list-style-type: none"> <li>• Observation #2 Due by June 21 RACE OR GENDER</li> <li>• Blog chapters due June 21</li> </ul>
5	June 22 – June 28	<p><b>Payne – Chapter 5, Role Models and Emotional Resources</b>  <b>Banks– Chapter 13, Exceptionality</b></p> <ul style="list-style-type: none"> <li>• Discussion Board Postings due by June 28 midnight</li> <li>• Blog chapters due June 28</li> </ul>
6	June 29 – July 5	<p><b>Payne – Chapter 6, Support Systems</b>  <b>Banks – Chapters 14 &amp; 15, Exceptionality (Continued)</b></p> <ul style="list-style-type: none"> <li>• Observation #3 Due by July 5 DISABILITY OR EXCEPTIONALITY</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Blog chapters due July 5</i></li> </ul>
7	July 6 – July 12	<b>Payne – Chapter 7, Discipline</b> <b>Banks – Chapter 12, Language</b> <ul style="list-style-type: none"> <li>• <i>Discussion Board Postings due by July 12 midnight</i></li> <li>• <i>Blog chapters due July 12</i></li> </ul>
8	July 13 – July 19	<b>Payne – Chapter 8, Instruction and Improving Achievement</b> <b>Banks – Chapters 10 &amp; 16 , School Reform</b> <ul style="list-style-type: none"> <li>• <i>Observation #4 Due by July 19 LANGUAGE OR CULTURE</i></li> <li>• <i>Blog chapters due July 19</i></li> </ul>
9	July 20 – July 26	<b>Payne – Chapter 9, Creating Relationships</b> <b>Banks – Chapters 5 &amp; 11, Facing Diversity</b> <ul style="list-style-type: none"> <li>• <i>Discussion Board Postings due by July 26 midnight</i></li> <li>• <i>Blog chapters due July 26</i></li> </ul>
10	July 27 – August 2	<b>Payne – Conclusion</b> <b>Banks – Chapter 17, Working Together</b> <ul style="list-style-type: none"> <li>• <i>Blog chapter due August 2</i></li> </ul>
11	August 3 – August 6	<b>FINAL EXAM - Baseline Survey</b> – Directions regarding how you'll finish your baseline survey will be posted on Assignments <ul style="list-style-type: none"> <li>• <i>Final Exam Due by August 6</i></li> </ul>