

TEL 212: Understanding the Culturally Diverse Learner (Co-worker)

Schedule line #24821, LSE B04, 3 credits, 10:30-11:45am

Instructor Information:

Dates of classes:	01/13/20 – 05/01/20
Instructor:	Sarah Carranza, M.A.
Email:	secarra1@asu.edu
Work Phone:	n/a
Office Hours:	by appointment
Office Location:	ED324

Course Information:

Catalog Description

“Survey of cultural and linguistic diversity in American education, including equity, pluralism, learning styles, and roles of schools in a multiethnic society.” – <http://www.asu.edu/catalog/>

Course Overview

This course explores diversity through eight micro-cultures including: class, ethnicity and race, gender, exceptionality, religion, language, geography, and age—and the impact of these cultures on learning in K-12 classrooms. The course is designed to (a) provide an overview of the cultural diversity of American society, with a focus on the social, political, and pedagogical issues associated with educating culturally diverse students, (b) examine the role of institutions and agents, teaching practices, and innovations in multicultural education, and (c) create awareness of, and respect for the culturally diverse child.

The goal is to improve our understanding of multicultural issues (race, class, gender, ethnicity, religion, language) that may arise in schools and communities, and enable us to reflect on our feelings about working with diverse children. Also keep in mind that we are dealing with course content that can be considered extremely sensitive. Therefore, students are asked to consider challenging ideas and a variety of viewpoints while remaining thoughtful and respectful of others.

Course Format Face to face

Required Course Texts, Materials and Resources

Required Text

Gollnick, D. M. & Chinn, P. C. (2012). *Multicultural education in a plurastic society (10th edition)*. OH: Pearson.

Additional required readings provided in Canvas

Provided Materials

ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource).

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes
Describe the culturally diverse nature of American society.
Discuss major issues emanating from cultural diversity.
Describe issues that impact on the education of the culturally diverse child.
Identify cultural issues affecting academic success of the culturally diverse child.
Identify innovative means of meeting the needs of the culturally diverse child.
Long-Term Affective Goals:
Become aware of, and sensitive to individual and cultural differences.
Appreciate the assets of cultural diversity (welcoming the world at your doorstep).
Express your viewpoint on topics or ideas and experiences that may challenge your beliefs and preconceptions in openness and honesty while ensuring mutual respect.
Understand, empathize, and be sympathetic to the needs of the culturally diverse child.
Be aware of the negative impact of prejudice and all forms of overt/covert discrimination based on race, gender, language, culture, religion, etc.
Develop a sense of collaboration, especially in activities conducive to the expansion of cultural awareness. (Culture is social, we learn from each other).

Pertinent Arizona standards and sample elements addressed include:

- Standard 3: 8, 9, 10, 15
- Standard 8: 5, 6.

InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

ISTE Standards: <http://www.iste.org/standards/standards-for-teachers>

*PSA - Professional Standards Assessed may include (according to course content):

- Council for Exceptional Children (CEC)
<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation>
- National Association for the Education of Young Children (NAEYC):
http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf
- National Council on the Social Studies (NCSS):
<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
- National Council for the Teaching of Mathematics (NCTM)
<http://www.nctm.org>
- International Reading Association (IRA)
<http://www.reading.org/>
- Next Generation Science Standards
<http://www.nextgenscience.org/next-generation-science-standards>

Tentative Course Calendar

(subject to change, per Course Instructor discretion)

Module	Topics	Readings or Media	Due
Module 1	Diversity in School Environments	Ch. 1 – Foundations of Multicultural Education (Gollnick & Chinn) <ul style="list-style-type: none"> See module 1 shell in Canvas for more content readings and weblinks 	See weekly announcements for specific due dates
Module 2	Ethnicity & Race, Social Class and Socioeconomic Status	Ch. 2 – Race and Ethnicity Ch. 3 – Class and Socioeconomic Status (Gollnick & Chinn) <ul style="list-style-type: none"> See module 2 shell in Canvas for more content readings and weblinks 	
Module 3	Gender Roles and Sexual Orientation	Ch. 4 – Gender Ch. 5 – Sexual Orientation <ul style="list-style-type: none"> See module 3 shell in Canvas for more content readings and weblinks 	
SPRING BREAK			
Module 4	Exceptionalities and Language, English Language Learners, Second Language Learners	Ch. 6 – Exceptionality Ch. 7 – Language (Gollnick & Chinn) <ul style="list-style-type: none"> See module 4 shell in Canvas for more content readings and weblinks 	
Module 5	Religious Diversity and Geography	Ch. 8 – Religion Ch. 9 – Geography (Gollnick & Chinn) <ul style="list-style-type: none"> See module 5 shell in Canvas for more content readings and weblinks 	
Module 6	Youth Culture and Multicultural Education	Ch. 10 – The Youth Culture Ch. 11 – Education That Is Multicultural (Gollnick & Chinn) <ul style="list-style-type: none"> See module 6 shell in Canvas for more content readings and weblinks 	
Module 7	Reflections of Course Content, Application	See module 7 shell in Canvas for more content readings and weblinks	

- **Please note that changes to modules may occur and advanced notice will be given. Changes will be announced in class and via Canvas weekly announcements.**

Course Assignments

Assignment and Description	Score/Points
<p>Assignment: <i>Discussion Boards (12 @ 5 pts. each) 60</i> Brief Description: Discussion Board Posts and Responses are due within each of the Modules. Each student will Post their initial reaction to the discussion board question/subject, by the Due Date & Time listed and Respond to TWO classmates, at the beginning of the following class period.</p> <p>Your Posts and Responses should consider the lesson's course readings, your opinion and the use a follow-up question. When citing sources, please use APA formatting. Your initial Posts to each of the discussion boards should be at least a ½ page (single-spaced). Please use appropriate English language with punctuation.</p>	60 points
<p>Assignment: <i>Writing Responses (6 @ 10 pts. each) 60</i> Brief Description: At the end of Modules 1-6, you will be required to complete a written assignment. The response should be between 1-2 pages, double-spaced, using at least one citation in APA form from the text. Make sure to review the rubric for the writing response content expectations.</p>	60 points
<p>Assignment: <i>Quizzes (6 @ 10 pts. each) 60</i> Brief Description: There will be a 10-question, multiple-choice Quiz at the end of each Module (1-6) based on the textbook readings for that lesson.</p>	60 points
<p>Assignment: <i>Intercultural Experience Glogster Poster 25</i> Brief Description: Experience cultural diversity first-hand, by attending an event of a subculture different from your own (getting out of your comfort zone). This is to supplement the theoretical material with actual, personal experience involving people and events from various cultures or subcultures e.g. ethnicity, religion, race, language and other salient (conspicuous) social identities (Pow wow, fiesta, etc.). Refer to the next section of the syllabus for more details.</p> <p>Then, create a Glogster Poster at https://edu.glogster.com/signup Sign up for a seven-day FREE trial, personal account. Once completed, export the poster, as a .pdf file and upload it to the space in Module 8.</p>	25 points
<p>Assignment: <i>Letter to the Author 25</i> Brief Description: This activity will be a 3-page (double-spaced) letter to the author where you discuss: what you learned, how you learned it, what challenges the book made you confront (provide some examples that would help explain this), some of the strengths of the book (and why), some weaknesses of the book (and why), and what you would share with future students who might use the book. The narrative of the letter needs to follow APA format. <i>Do not use a cover page – just put your name in the right hand header or corner.</i> Available 4/16/20.</p>	25 points
<p>Assignment: <i>Learning Audit and Action Plan Voice thread Presentation 25</i> Brief Description: Take inventory on yourself and your learning. You will create a Voice thread Presentation that addresses the designed questions – refer to the next page of the syllabus for more details. You can include text, images, pictures, etc. to supplement your presentation. Available 4/16/20.</p>	25 points

Assignment Descriptions (detailed including grading criteria)

Intercultural Experience Glogster Poster (25 pts.)

Experience cultural diversity first-hand by attending an event of a subculture different from your own (getting out of your comfort zone). This is to supplement the theoretical material with actual personal experience involving people and events from various cultures or subcultures e.g. ethnicity, religion, race, language and other salient (conspicuous) social identities (Pow wow, fiesta, etc.). Include the followings in your Glogster poster:

- What event you attended or experienced.
- Your experiences and perceptions in the environment in which you were and possible explanations for the experiences: e.g. Did you blend in or felt isolated? Was it a positive or negative experience? What was your comfort and/or fear level? What was a cultural shock for you, if any? Was there a 'wow' moment for you and what was it? Did this experience challenge or confirm your expectations, biases, or ignorance?
- Explain any attempts you made to be comfortable or to fit in. How successful were you and what were the outcomes?
- Connect this personal experience to the experiences of the culturally diverse child. In what way was this experience like something a culturally diverse child might experience in the classroom?

CAUTION. You are responsible for your safety wherever you decide to go or whatever activities you engage in for this assignment. Choose a safe event at a safe location and at a safe time as the instructor, Mary Lou Fulton Teachers College, and/ or Arizona State University will not be responsible/ liable for any consequences of your choice of event or venue.

Voice thread Presentation: Learning Audit and Action Plan (25 points)

Take inventory on yourself and your learning. You will create a Voice thread Presentation that addresses the following questions. You can include text, images, pictures, etc. to supplement your presentation.

- What do you know now that you didn't know before you took this class?
- What can you do now that you couldn't do before you took this class?
- What could you teach others to know or do that you couldn't teach them to know or do before you took this class?
- What are your most significant challenges going forward related to becoming an effective culturally responsive educator?
- What must you do to overcome these challenges?
- What are you committed to doing to further your knowledge, dispositions and skills related to multicultural diversity?

Grading:

- For written assignments, the instructor will interpret, understand, and evaluate what you submit. Be very clear and specific with what you mean or intend to convey. The instructor will not accept explanations of what you intended to communicate after your written assignment has been graded.
- Assignments will be graded on both content and language usage. All assignments should be checked for spelling, sentence construction, grammatical errors, and clarity. You are responsible for editing your paper before submitting. Not complying with these stipulations will result in loss of points, and the instructor will not be obligated to read assignments beyond the first page.
- All submitted written assignments should be titled, dated, and of college quality and appearance. They must be typed in 12-point font Times New Roman, double-spaced with one-inch by one-inch borders.
- You are responsible for keeping track of your grades.

Grading Scale

The Grading Scale does not include pluses or minuses. The final grade is determined by the number of earned points divided by the number of total points available which creates a percentage.

A	93% - 100%
B	85% - 92%
C	77% - 84%
D	69% - 76%
E (Failure)	69% and below
EN (Failure)	Failed, Never participated

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

University/Mary Lou Fulton Teachers College Policies

Professional Behavior (this section is only necessary for initial certification students)

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

Attendance and Participation

Participation is required with no exception. This course is designed to have critical discussions in small and whole groups and group assignments/presentations and therefore students are expected to fully engage in all class activities and come prepared to authentically contribute to the class. Students are allowed 2 absences total, whether excused or unexcused only 2 absences are without consequence. Anything beyond 2 absences will result in ten points deductions to final grade for each absence. Two tardies (or leaving early) equal an absence.

Late and Missing Assignments

Late assignments: **I do not accept late work.** ALL assignments will be due by a scheduled due date, via Blackboard. **Anything that is turned in after the designated time on the scheduled due date will be considered late.** E-mails of assignments (unless previously arranged with the instructor) are not accepted, even if they are sent on the day the assignment is due. **I do not accept computer problems as a justification for late work.** Missing work: Anytime you want to check on an assignment, exam or on-line, class work you can refer to gradebook in Blackboard. If you are missing something that you know you did, please let me know ASAP. Do not wait until the end of the semester.

Academic Integrity/Plagiarism

The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following URL:

<http://students.asu.edu/srr/code> .

Dependent upon instructor’s discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an E for the course.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who need accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC. <https://eoss.asu.edu/drc>

Religious Accommodations for Students

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Military Personnel Statement

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html> .

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. <http://www.asu.edu/aad/manuals/acd/acd401.html>

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

Cell Phone Policy

Tucked away in backpacks or purses during class unless instructor invites you to use it for instructional purposes.

Electronic Communication

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Technological Services and Support

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

- Student Purchases: o Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (<http://www.bkstr.com/arizonastatestore/shop/technology>).
- ASU Campus Classroom Connectivity:
 - o In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (<https://docs.google.com/a/asu.edu/#all>)
- Hardware and Software Support: o ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (<https://ucc.asu.edu/techstudio/>)
 - o MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (<https://webapp3.asu.edu/myapps/>)

ASU Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students.

All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu> .

Tutoring

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu> .

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.