

# The Florida Agricultural and Mechanical University

College of Education  
Tallahassee, Florida 32307



## Course Outline

Course Number	Course Title	Credits	Clock Hours Per Week		
			Lecture	Laboratory	Demonstration
EDG 5791	Seminar in Multicultural Education	3			
<b>Department:</b> Secondary Education and Foundations		<b>Prerequisites:</b>			
<b>Required Textbook(s):</b> Banks, J., & Banks, A. (2007). <b>Multicultural Education: Issues and Perspectives</b> (7 <sup>th</sup> Ed) John Wiley * Sons, Inc., NJ:Edison.					
<b>Faculty Name:</b> Dr. R. Wallace (renee.wallace@fam.u.edu)			<b>Term and Year:</b> Fall, 2010		
<b>Office Location:</b> GEC B 200F			<b>Office Telephone:</b> 599 - 3846		
Office Hours (Others by Appt.)	Monday 1:45-3:30pm 4:45-6:00pm	Tuesday By Appointment	Wednesday 1:45-3:30pm 4:45-5:00pm	Thursday	Friday

The greatest benefit of multicultural education in a diverse society is survival. We have to learn to live together and learn how to get along in order to create a civic community. I really think that if we don't act to humanize our society, we may not make it. If we look back, we'll recall that some societies haven't. So I think ultimately, multicultural education can help us survive.

James Banks

Multicultural education is the study of schooling aimed at providing all children with an equal opportunity to learn in a culturally affirming and caring environment.

Valerie Ooka Pang

An important aspect of our job as educators is to teach children to be successful in a world that is changing very rapidly. Each of our students will represent a unique combination of cultural influences such as gender, class, ethnicity/race, religion, language age, and ability. Every classroom in which we teach will be culturally diverse. Are you ready to integrate this diversity into your style of teaching? What about infusing your curriculum with aspects of multicultural education?

*Multicultural education is the educational strategy in which students' cultural backgrounds are used to develop effective classroom instruction and school environments. It is designed to support and extend the concepts of culture, differences, equality, and democracy in the formal school setting.*

- Gollnick and Chinn -

Teachers touch the world by teaching one person at a time. Through this course you will consider the influence of cultural diversity in education. All teachers face the exciting challenge of working with children from diverse backgrounds. This fall you will learn about ways that **YOU** can create culturally relevant classrooms where children from all backgrounds succeed.

**WEBSITE URL:** [famublackboard.com](http://famublackboard.com) (see Professor for access code)

**Several of the course objectives will be realized by on-line activities so you need access to a computer and the internet.**

### Course Description

The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school, and implement a multicultural approach to teaching. This course provides candidates with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our action. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society. An understanding of the candidate's cultural background is sought in order to identify effective teaching styles and practices. Additionally, throughout the semester, candidates will learn about various American microcultures, explore ways to access information about cultural groups, identify/implement methods for creating culturally inclusive classrooms and schools, and develop critical and multiple perspectives about issues of multiculturalism and be able to apply those perspectives in their professional and civic lives as they work with others in a diverse, democratic America in a global community. Generally speaking, the issues of multiculturalism include such areas as race, exceptionalism, ethnicity, gender, class, age, differentiated life styles and life choices, and religion.

We will focus on theoretical and practical issues of diversity in classroom settings, especially related to culture, race, gender ethnicity, language and socio-economic levels. In the course we will establish a constant dialogue between theory and practice, between personal reflections and interpersonal exchange, between feelings, actions and thoughts. Candidates will therefore utilize both ethnographic and self-reflective techniques to expand multicultural awareness.

**In this course we will deal with inflammatory subjects such as Racism, Homophobia, Sexism, Classism and all the other "isms" that are part of the United States of America society. Due to the sensitivity of these subjects, at times inflammatory language may be used for the purpose of desensitizing candidates to culturally different language. It is expected that candidates are mature enough to deal with the subjects and/or language, and to express differences of worldviews in a productive and honest manner (Note: If you feel that this may be too strenuous for you, you may not be ready to be a school leader and/or work with culturally different student learners and their families. Therefore you may feel you need to wait until you are ready to take this course). The course will have an emphasis on American Minorities. Candidates who may have an interest in foreign cultures may bring this up during the semester as part of the class discussion.**

## Teaching-Learning Philosophy of Professor

The graduate studies experience is a special case of practitioner's professional development. Candidates bring a wealth of personal and professional experience and practical knowledge to their graduate studies. One of the professor's assumptions is that deliberate attempts on our part to reflect on our personal-professional-practical knowledge will render graduate experiences more meaningful. Another assumption is that in collaboratively sharing reflections on our experiences, and in using them as a bridge to our developing critical understanding of readings, we can synthesize and create knowledge. An additional assumption is that sharing these experiences develops trust and community in the class. Therefore, the professor **encourages candidates to draw on their personal and professional experiences in discussions, reflective logs of responses to readings, course papers, in class activities and class projects.**

## Policies

### Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

### Academic Honor Policy

The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

### Dispositions

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

## ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

## ALCs for each degree program can be found at

[http://www.famu.edu/index.cfm?a=Assessment&p=ALCs2007-2008.](http://www.famu.edu/index.cfm?a=Assessment&p=ALCs2007-2008)

### Professor's Policies

#### **CLASSROOM ETIQUETTE**

Cell phones, pagers, and other such electronic devices must be turned off during class time. **Beepers and cell-phones must be turned off, or on vibrate, during class., if they are heard during class time, the student with the electronic device will receive a deduction of 5 points from their final numerical score each time it happens**

Communication by electronic devices, including but not limited to instant messaging, text messaging, and telephone, during class is strictly **prohibited** unless expressly designated as part of the learning activities, if caught you will be asked to leave class. Use of electronic communication devices during examinations or other graded activities may constitute grounds for disciplinary action. Where emergency or employment situations *require* access to electronic communication services, arrangements may be made *in advance* with the professor.

#### **EXPECTED BEHAVIOR**

You are expected to submit all assignments on time and arrive on time to each class. Partial attendance in a class meeting will result in partial to no credit. Practice considerate communication with all class participants. Ensure that your discourse with a classmate does not disrupt the learning activities of other members of the class. Inconsiderate disruption of another's learning opportunity will result with reduced credit for your class investment on the day it occurs.

Each student is expected to behave in a professional and respectable manner at all times. Always respect the opinion of others, even if you do not agree, during class activities, when you are asked to give feedback or to critique another classmate, always start with a positive statement. Students with disruptive behaviors will be asked to leave and/or dropped from the class.

For credit, assignments must be complete for submission to the professor. Use the rubrics distributed in this class as well as the course syllabus to check for completion of every assignment before you submit it. Ask the professor for assistance with assignment directions you do not understand. In advance of your planned or unexpected absence, designate at least two classmates to take notes on directions given for class assignments that you miss. Obtain those directions from the classmates and then contact the professor if you are unclear about work you need to complete due to your absence. Missed assessments accompanied with documentation of excused absence must be submitted to the professor before the next class meeting. Contact the professor via e mail as soon as you know you will miss an assessment and arrangements will be made for its completion within the week.

**Work should never be submitted/slid under the professor's office door** it may be mistakenly identified as waste by the cleaning staff. Any assignment that is slid under the professor's office door **will not be assessed!**

***PARTICIPATION:*** Class participation usually enhances learning for all, especially for those who participate. In order to participate in class discussions, you must complete assigned readings and activities before each class. Students are expected to bring textbook to every class,

***ATTENDANCE/ABSENCES/TARDINESS:***

Regular attendance for the full class period is imperative to pass this course. Attendance will be a part of each student's participation score. Students must arrive at each class on time.

***No one will be allowed in class after professor has started class. Each absence to class will be a -5 point participation deduction per episode.***

**Three (3) unexcused absence will result in an automatic one letter grade reduction.**

***"INCOMPLETE GRADES":*** An "I" grade can not be assigned in lieu of earning grades of "D" and "F." Missing exams (including the final) does not justify an "I" grade.

***PROJECTS & ASSIGNMENTS:*** Students are expected to complete homework assignments, activities, and projects when due- (**absence from class is "No Excuse" Zero Tolerance for Late**

***Assignments: NO assignments will be accepted after time of due date, except with an official excuse, issued by the office of your school or college Dean and the assignment must be turned in to the Professor the next class after the absence.***

**All work must be completed using Microsoft Word - Do not turn-in incomplete work.** Do not email any assignment to the professor with prior approval by professor.

**Overall Goals of the Course**

To introduce multicultural concepts and issues to promote greater understanding and appreciation of cultural diversity in the classroom. CF1.2, 1.3, 1.4; FEAP 5, 6, 7; INTASC 3, 5, 8

To identify racism, prejudice, and discrimination within the community and educational settings, understand its impact, and develop appropriate response strategies. CF 1.4, 1.5, 4.5; FEAP 5, 6, 7, 8, 9; INTASC 1, 3, 4

To apply elements relating to cultural diversity at the community, national, and international levels into instructional practice. CF 1.1, 1.2, 1.3,1.4, 1.5, 4.5; FEAP 5, 6, 7, 8, 9, 10; INTASC 1, 3, 4, 5, 8

To integrate technology into teacher education by utilizing computers as a communication tool and by accessing educational resources through the World Wide Web CF 2.1, 2.2, 2.3,2.4, 2.5; FEAP 1, 2, 4, 10, 12; INTASC 1, 6, 7

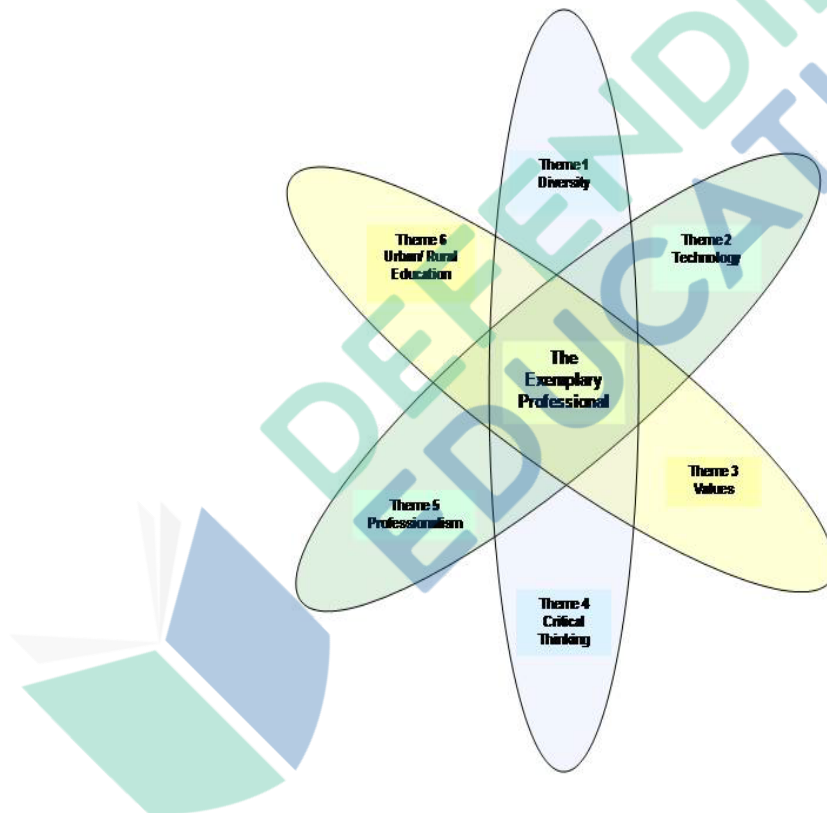
To consider what multicultural concepts and issues look like in an actual school setting by making a link between the course readings/class discussions throughout the semester.

To make a link between the course readings/class discussions and the selection of instructional materials that promote cultural diversity.

## Professional Education Unit Conceptual Framework

The Conceptual Framework of the Professional Education Unit (PEU) at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term “exemplary” describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands of emphasis that pervade them. These experiences provide the foundation (knowledge, skills, and dispositions) for the continuous process of life-long learning for an exemplary professional. The integrated approach of the PEU’s Conceptual Framework is comprised of the component activities and cross-curricular themes.

### The Conceptual Framework Model



**Crosscurricular themes** shown in the conceptual framework diagram have been identified and are used to guide and build a rigorous, relevant, and constantly evolving teacher education program. These themes are: **multiculturalism, educational technology, values, problem solving, professionalism and urban/rural education.** **Program components or “orbits”** shown in the diagram are: student services, professional induction, general studies, specialty studies, faculty development, professional studies, and field/clinical experiences. Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.

The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the: *Educator Accomplished Practices* specified by the Florida Education Standards Commission; *Florida Essential Teaching Competencies* identified by the Florida Council for Educational Management; and/or competencies set forth by national specialty organizations for each program in the unit (i.e. syllabi, program matrices, and the Florida Department of Education original folios).

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework

**Specific Behavioral Objectives**

Course Objectives	Conceptual Framework; Florida Accomplished Practices Standards; Interstate New Teacher Assessment & Support Consortium Standards	Assessments of Candidate Performance
<i>Knowledge:</i>		
Understand why multicultural education is essential to effective teaching.	CF 1.1, 1.3, 1.4 FEAP 5c, 5j; 3h; INTASC 3, 8	<input type="checkbox"/> Class Discussions  <input type="checkbox"/> Individual Presentations
Understand key terms and concepts relative to multiculturalism.	CF 1.4 FEAP 5c, 5j; INTASC 3	<input type="checkbox"/> Research Projects
Identify the goals, rationale, meaning, assumptions, and necessary school conditions for multicultural education.	CF 1.2, 1.5 FEAP 5c, 5j INTASC 3, 5, 8	<input type="checkbox"/> Class Discussions  <input type="checkbox"/> Research Projects
Understand differences in modes of	CF1.1, 5.2, 5.6, 5.7	<input type="checkbox"/> Class Discussions

communication and their effects on teaching and learning in multicultural multi-ethnic environments.	FEAP 2j; 5c, 5j; 11j INTASC 3, 5, 6, 7, 8	<input type="checkbox"/> Presentations
Identify strategies for understanding learning styles.	CF 1.2, 5.2 FEAP 2j; 3h; 4b; 5c INTASC 3, 7, 8	<input type="checkbox"/> Class Discussions <input type="checkbox"/> Presentations
Understand key individual differences that must be considered, along with learning style, that make a difference in how children learn.	CF 1.1, 1.2, 5.4 FEAP 5c, 5j; INTASC 2, 3, 8	<input type="checkbox"/> Class Discussions <input type="checkbox"/> Research Projects
Understand how the legal system has affected education for minorities.		<input type="checkbox"/> Class Discussions <input type="checkbox"/> Research Projects
Understand the background of the largest racial/ethnic minority groups in the United States from a historical perspective.	CF 1.1 FEAP 5c, 5j; INTASC 3	<input type="checkbox"/> Class Discussions <input type="checkbox"/> Research Projects <input type="checkbox"/> Individual Presentations
Investigate teaching concepts and strategies that are effective in multicultural, multi-ethnic environments.	CF 4.1, 4.5 FEAP 4b INTASC 4	<input type="checkbox"/> Research Projects <input type="checkbox"/> Presentations

<b>Course Objectives</b>	<b>Conceptual Framework; Florida Educator Accomplished Practice Standards; Interstate New Teacher Assessment &amp; Support Consortium Standards</b>	<b>Assessments of Candidate Performance*</b>
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<u><b>Skills:</b></u>		
Analyze educational materials for racial, ethnic, and sexual bias and relate it to one's teaching strategies.	CF 1.2  INTASC 3, 8	<input type="checkbox"/> Group Reports and Discussions  <input type="checkbox"/> Individual Research Reports
Locate resources pertaining to selected ethnic/racial groups.		<input type="checkbox"/> Group Reports/Classroom Displays  <input type="checkbox"/> Individual Research Reports/References
Integrate multicultural goals into the traditional goal framework of one's discipline strategy.	CF 1.2, 1.4, 1.5, 3.3  FEAP 5c, 5j; 11j  INTASC 3, 5, 8	<input type="checkbox"/> Classroom Presentations  <input type="checkbox"/> Group and Individual Reports
Design an instructional module that incorporates multicultural content.	CF 1.2, 2.1, 2.5, 5.1  INTASC 1, 3, 6, 8	<input type="checkbox"/> Classroom Presentations  <input type="checkbox"/> Individual Research Reports
Present materials relative to culturally diverse groups with empathy and self-confidence.	CF 1.1, 3.3  FEAP 3h; 5c, 5j; 11j  INTASC 3	<input type="checkbox"/> Group Reports  <input type="checkbox"/> Individual Research Reports
Effectively communicate with groups that are culturally, ethnically, and/or linguistically different.	CF 5.6, 5.7, 6.4  FEAP 2j; 5c, 5j  INTASC 5, 6, 9	<input type="checkbox"/> Interviews with Members of Racial/Ethnic Diverse Groups  <input type="checkbox"/> Analysis of Vignettes/Case Studies
Use a variety of instruments to assess the needs of students.		<input type="checkbox"/> Lesson Plan/Unit  <input type="checkbox"/> Class Presentations

Recognize individual differences that influence how a child learns.	CF 5.4 FEAP 5c INTASC 2	<input type="checkbox"/> Executive Summary <input type="checkbox"/> Case Study Analyses <input type="checkbox"/> Group Presentations Using Applicable Web Technology
Recognize the information sources that are helpful in planning for individualized instruction.	CF 21. INTASC 6	<input type="checkbox"/> Lesson Plan/Unit <input type="checkbox"/> Group Presentations Using Applicable Web Technology
<b>Course Objectives</b>	<b>Conceptual Framework; Florida Educator Accomplished Practices Standards; Interstate New Teacher Assessment &amp; Support Standards</b>	<b>Assessments of Candidate Performance*</b>
<b><u>Dispositions:</u></b>		
Become cognizant of one's own biases and fears, and how they impact others.		<input type="checkbox"/> Class Discussions <input type="checkbox"/> Group Presentations/Discussions
Demonstrate awareness of human similarities and differences.	CF 1.1 FEAP 5c INTASC 3	<input type="checkbox"/> Class Discussions <input type="checkbox"/> Individual Research Projects <input type="checkbox"/> Group Presentations/Discussions

Demonstrate a willingness to learn about other cultures.	CF 1.1 FEAP 3h INTASC 3	<input type="checkbox"/> Individual Research Projects
Exemplify empathy and/or the ability to think in terms of cultures other than one's own culture.	CF 3.3 FEAP 3h; 5c INTASC 3	<input type="checkbox"/> Research Projects <input type="checkbox"/> Individual Presentations/Discussions
Understand how one's values, priorities, and cultural norms have impacted one's life.		<input type="checkbox"/> Individual Presentations/Discussions <input type="checkbox"/> Research Projects
Understand the importance of bringing about social, political, and economic changes to correct injustices.		<input type="checkbox"/> Class Discussions <input type="checkbox"/> Individual Presentations/Discussions <input type="checkbox"/> Research Projects
Become aware of how gender-related differences and assumptions influence learning.		<input type="checkbox"/> Individual Presentations

## Participation

Participants will:

- Exchange e-mail with other participants using the class e-mail list and other (optional) collaborative technologies
- Review, authenticate, and discuss online reference materials, Websites, and collaborative technologies
- Practice principles of respect, tolerance and empathy while engaging in a discussion of the issues
- Provide examples of classroom best practices that promote an inclusive and diverse classroom atmosphere

**Teaching Methods**

## Instructional Strategies

To facilitate a desire and organizational design to promote maximum classroom discussion, the candidate will discover that instructional practice will be reflective and inquiry based learning to include e-learning. Most of the class session(s) will include one or more of the following:

illustration and discussion of appropriate research concepts developed through assigned readings in the area(s) of Multicultural Education

identification/discussion of concepts in existing, published research studies, authentic research, case studies, appropriate web sites and URL's, journal articles, simulations, and a FAMU BlackBoard website

analysis/critique of existing research, issues, trends, writings on current best practices in Multicultural Education.

### Course Requirements

## General Instructions for Written Work

These instructions apply to all written work including critiques, reviews, reports, research papers, reaction essays, or other papers. Papers must be typed. When using direct quotes and citing references, use the rules of the *Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition). All papers should follow an organization that conforms to the structure of a traditional expository essay. That is, the essay should include an introduction that states a thesis, a body that develops the thesis, and a conclusion. Attention should be given to correct grammar usage and spelling.

## PROJECT #1 Chapter Reflection(s)

### DUE: On Assigned Date

Each candidate will facilitate class discussion on a topic area. (Specific topic will be discussed in class). The candidate will serve as facilitator for the evening's presentation. Candidate may use any technology, additional resources or creative formats to aid their facilitation and the class discussion.

Areas: Teaching Exceptional and Culturally Different  
Race Ethnicity and Language  
Culturally Responsive Pedagogy  
Whiteness and White Privilege

## PROJECT #2 Reflective Personal Development Paper

**DUE: September 30, 2010**

Write an narrative essay about your life, describing the experiences that have shaped your views of the world, race, ethnicity, culture, religion, language, gender orientation, gender role, self-identity, and diversity and how your life experiences, perceptions, education, and family background have led to your current ideas about learning, student learning and teaching diverse student populations.

In the essay, you will additionally explore:

- ❑ your identity as a learner
- ❑ how this affects your practice and/or your potential as a professional educator
- ❑ your identity as a member of a particular cultural/racial/ethnic group

By researching and studying your own family background, it is possible to gain an appreciation about ways in which we share many similarities and differences. As a brief introductory section to this project, try to gather as much information as you can about your family background including religious affiliation, ethnicity, culture language(s), country of origin, education/occupation and any other information you think is of interest and value.

Then reflect on your own experiences in terms of your cultural reference(s), your family background, your interactions with others unlike yourself, and other factors determined by your socialization and other circumstances.

Include **SPECIFIC EXAMPLES OF EVENTS AND SITUATIONS** that you feel shaped your views on these areas. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis of multicultural education, readings, class discussion, and activities. Be prepared to discuss your project within the larger class dialogue on **Thursday September 30, 2010 when the assignment is due.**

### Project Objective(s)

1. To provide you with an opportunity to explore *who you are* as it relates to your practice or your potential as a future professional educator in the U.S.'s increasingly diverse and heterogeneous classrooms.
2. To critically explore and actively engage your self-identity, cultural assumptions, and life experiences that shaped your cultural premises.
3. To help you learn, understand, and use the major concepts, theories, and research related to the nature and structure of culture to construct learning environments that support the development and content area achievement of culturally and linguistically diverse students.

## Scope

Brainstorm upon your own PK-16 educational background, experiences, and environments from a multicultural and diverse viewpoint.

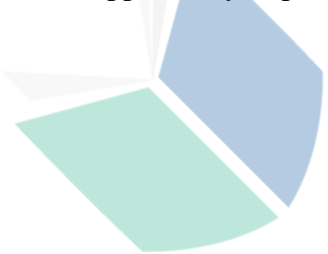
***Write a 10-12 page (minimum) essay recapturing your recollections and emphasizing your experiences with cultural diversity as a student in elementary, secondary and higher education.***

## Some Suggested Questions You May Want To Ask Yourself

- ✓ What messages did I receive growing up about what it meant to be a member of my gender, racial/ethnic, and religious group, and socioeconomic class, etc? How have these messages—or later life situations that challenged them—informed the way I interact with others, including students, parents, colleagues, either in or out of my group?
- ✓ Have I been encouraged (or compelled) to think about issues like privilege, racism, classism, sexism, sexual orientation, homophobia, xenophobia, etc.? If so, how has my teaching and learning been shaped or influenced by those experiences? If not, how has the lack of consideration of those issues informed by teaching and learning?
- ✓ What are some of the issues and “—isms” with which I still struggle? What are some of my stereotypes or prejudices? How might I confront them?
- ✓ What life experiences, or dimensions of my identity, give me a unique insight into multicultural issues?
- ✓ What media sources currently influence my worldview? What news sources do I trust?

## Challenges

Try to think deeply about the parts of *your identity* that put you in a privileged group (whiteness for race, maleness for gender, heterosexuality for sexual orientation, upper middle class for socioeconomic status, etc.) and the inequities associated with those areas. Challenge yourself. Use this as an opportunity to practice and model self-criticism.



## Format Example

### A Self-Assessment from a Multicultural Perspective

Family History	Family Background
Life Experience	<ul style="list-style-type: none"><li>• Cultural Experiences</li><li>• Childhood</li><li>• Adolescence</li><li>• College and beyond</li><li>• Adulthood</li><li>• Current and past media influence</li></ul>
Impact on Teaching	<ul style="list-style-type: none"><li>• Personal impact</li><li>• Professional impact/educational strategies</li><li>• How are you planning to apply this knowledge at PK-12 schools?</li></ul>
Final Thoughts	<ul style="list-style-type: none"><li>• What have you learned from this experience/project?</li><li>• Has your awareness changed?</li><li>• What is your current thinking on the issues of culture, diversity, multiculturalism?</li></ul> <p>What will you take with you?</p>
References	<ul style="list-style-type: none"><li>• APA</li></ul>

**Paper Length** 10-12 pages (minimum) double-spaced pages. Please follow APA guidelines.

**Candidates participating in this activity become actively involved in deconstructing and reconceptualizing their ideas and beliefs about their cultural identities. This activity encourages candidates to connect their own culturally determined, socially constructed values and beliefs to the theory and practice of education.**

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## **PROJECT #3 Bridging the Divide: Culturally Diverse Families in Our Schools**

**DUE: October 28, 2010**

**Overall Theme:** Understanding the perspectives of diverse families regarding their experiences with multicultural education and schooling in the United States.

As a major activity for EDG 5791, **Bridging the Divide** engages graduate candidates in a performance-based assessment task.

Each graduate candidate will gather data and engage in a constructive dialogue with a diverse family (e. g., first or second generation immigrant family with children). You will learn about their lives, backgrounds, religion, values, and dreams with a particular emphasis on their experiences with diversity in the U.S. educational system.

### **Goals**

The project will facilitate:

- A. Meeting with culturally and linguistically diverse parents and/or guardians who have children enrolled in the public schools.
- B. Focusing on multicultural education and social justice issues by engaging in dialogue with the families and communities of PK-12 students.
- C. Giving you an opportunity to examine a parent's view of authentic parental involvement;
- D. Finding and recommending culturally appropriate classroom/school diversity applications.

If possible, conduct these interventions in the family's home. Try to include in the dialogue parents/guardian, other adults living in the home, and children. Doing so may break through the affective social filter and allow for a better understanding of the family context.

A walk through the neighborhood can also be an enriching experience for you to better understand the context of the community. Spend some time walking around their neighborhood gathering data (e.g., talking to its residents, taking photographs, and making observations). Try to be as keen an observer as possible. Search for cultural artifacts (e.g., signage, storefronts, advertisements, etc.). Ask many questions and make sure to record everything in your journals.

## Interview Protocol

### Step One

Each graduate candidate will develop an interview protocol. The protocols are organized sets of questions used to guide the interview and keep the interview flowing in a conversational manner. Good interview protocols consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answer (e.g., “Did you go to school?”) in favor of questions that encourages longer responses (e.g., “Tell me about your childhood back home. What was your school like?”). Use prompts to get participants to keep talking (e.g., “Tell me more about that” or “How did that make you feel?”).

Suggested types of information you will need to collect from either direct observation, and/or your interview protocol:

- a. Physical characteristics of the home (if interviews are conducted in the home);
  - b. Community characteristics
  - c. Demographic/background information
  - d. Educational background of parents/guardians; ages and grades of the children;
  - e. Immigration experience (How/why they decide to come to the U.S.? What was it like?);
  - f. Childrearing practices and philosophy;
  - g. Economic/work issues;
  - h. Funds of Knowledge (Luis Moll);
  - i. Perspectives on education: What is a well-educated child? What are the roles of families and schools in children’s education?
  - j. Experiences with children’s school(s); Types of support they have received;
  - k. Misunderstandings, difficulties and challenges and how they have handled them;
- 
1. What do these families want their children’s teachers and administrators to know about them and their children?

### Step Two

1. Take a walk through the neighborhood. How is it similar/different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it “feel” for a family to live here? Search for “cultural artifacts” (e.g.. community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. As you explore, take photographs and record your observations in your journal.
2. Interview a family from a racial, linguistic, and socioeconomic background different from your own. If possible, conduct the interview in the family’s home. Find out about the cultural, educational, linguistic background of the people your are interviewing. Be sure to identify the participants by *who? what? when? where? and why*. You may want to tape record the interview (be sure to get written and signed permission from the family). Take a few pictures if the family feels comfortable.

### Step Three

Before listening to your recordings for the first time, share your initial impressions of this family. What surprised you? What moved you? How does this family's story change your understanding of multicultural education, diversity, social justices, and family involvement in schools?

Listen to the entire interview, note interesting information, stories, or quotes that strike you. Share your thoughts with the class.

Decide on the next steps. How will you pick out the most salient quotations to transcribe? How will you analyze the data? How will you write your findings?

### Step Four

Carefully edit your written report of the project. The last section of the report must include personal overall reflections. You must develop a PowerPoint to help with your presentation of this project.

#### Suggested Format for Final Written Report of Project

**Introduction** (1/2 – 1 pg)

#### **Part I: Findings**

*When writing this section, try to place yourself in this family's shoes in order to understand how they have encountered meaning from their experiences. Explore their views about immigrating to the United States, educating their children and engaging with the educational system.*

Include the following:

- A. Setting (1/2 – 1 pg)
  - 1. Describe the setting in which the dialogue took place
  - 2. Describe the neighborhood and reflections about your walk through.
- B. Family Background (2 – 4 pg)
  - 1. Explain why this family was chosen for this project.
    - a. Provide a brief history of the family
    - b. Ages, places of birth, countries and cities where they have lived, and ages of children children when immigrated
  - 2. Social, economic, educational, and personal backgrounds
  - 3. Immigration (first, second generation) experience. Relatives in the area?
  - 4. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination)
- C. The educational experience from the family's perspectives about education.

1. Family's experiences enrolling and supporting their children in U.S. schools? Interactions with teachers and administrators? Problems encountered? Support received? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home."

## **Part II: Analysis** (3 – 5 pg)

Analyze and interpret your research findings using theory and research from our readings. This section should integrate multiple themes addressed in the course and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, and other research, please follow APA (5<sup>th</sup> edition) format guidelines.

## **Part III: Conclusions and Recommendations** (1-2 pg)

What is the meaning of this project? Prior to conducting this project, what did you expect to find about family involvement and culturally and linguistically diverse (CLD) families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important for future PK-12 professional educators to know?

Base on your findings, as well as related theory and research, what recommendations do you have to improve programs for CLD families? Provide specific, concrete examples of things professional educators and schools can do to:

- ✓ Improve the understanding of professional educators and staff about CLD families;
- ✓ Proactively develop stronger school-family partnerships;
- ✓ Make their schools and classrooms more welcoming places for CLD and non-native English speaking families and connect students' funds of knowledge to instruction.

## **Part IV: Personal Reflections/Conventions** (~1 pg)

Explain what you learned through this project. What did this project mean to you? How have your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

**References:** Please follow APA guidelines

## **Appendix:**

- Interview protocol
- PowerPoint

## **Presentation Guidelines:**

- Provide a short handout that outlines the highlights (principal findings and recommendations of your presentation with the salient points clearly noted)
- Presentation time: 45 minutes + 15 minute Q & A

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## **PROJECT #4 Individual Conference Proposal - Making Choices for Multicultural Education: Carrying the Message**

### **Including PowerPoint with Speaker Notes and Detailed Handout**

**DUE: November 18, 2010**

**Conference Proposal, PowerPoint, Handout and Written Report**

**Overall theme:** Making Choices for Multicultural Education: Carrying the Message

Today teacher education stands at a crossroad. Professional educators must involve themselves in a critical analysis that questions issues of power and privilege, race, diversity and culture, social class, language, oppression and literacy practices in their academic units and classrooms. This critical reflection will help EDG 5791 graduate candidates develop a conceptual language that will allow them to discuss and facilitate an authentic engagement in these issues.

It is important for all PK-12 professional educators to become multiculturally competent, committed to social justice and equity in education, and prepared to practice from a base that includes national and international perspectives. This course is organized around James Banks and Paulo Freire's ideas of education for liberation and other constructs of critical pedagogy and multicultural education.

### **Main Objectives**

1. Introduction manifestations of social and school-based inequities and forms of oppression such as racism, ethnocentrism, sexism, classism, ableism, linguicism, heterosexism, religious oppression, and others, as most relevant in your context.
2. Encourage participants in using the conceptual frameworks and theories of multicultural education to explain teaching behaviors and policy-making that either encourages or hinders educational equity and social justice throughout the educational process.
3. Assist participants in relating multicultural education theories and research to their own professional practice.
4. Help participants reflect on the applicability and implications of the politics of equity and social justice for individual practice, educational organizations, and policy.
5. Guide participants in understanding of the multiple, often competing, goals of public schooling, how these goals have evolved historically, and how they presently impact our classrooms.

## Format for Project

### Conference Proposal

Visit [www.nameorg.org](http://www.nameorg.org), the website for the National Association for Multicultural Education. Find information on submitting a conference proposal and follow the detailed instructions. Alternately, with the advance approval of the professor, you may prepare a conference proposal for another conference in your content field. However, the proposal must espouse a critical perspective as related to the content. (For example, you may choose to prepare a proposal for the NCTM National Council of Teachers of Mathematics) conference. Your presentation could be a critical examination of how ethnomathematics reinforces damaging stereotypes.

### PowerPoint

- ✓ Follow good presentation and power point etiquette. (Search for this term if you need clarification)
- ✓ The power point slides should guide your facilitation of the presentation.
- ✓ Your presentation must be active and engaging.
- ✓ The full presentation should last approximately one hour.

### Detailed Notes For Speaker

- Describe preferred room arrangement
- Describe and list materials to be prepared in advance (e.g., handouts, tools for grouping, etc.)
- Each slide should have a script
- Each slide should have additional information on the subject in the event of questions from the audience. Include direct quotes from literature/research used in the course along with citations (e.g., “Geneva Gay, an expert on culturally responsive pedagogy, writes that, ‘Both the content and processes of education should be changed to reflect cultural diversity’” (retrieved on August 22, 2010, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gay.htm>))
- Each slide should have notes to explain your use of materials (e.g., pass out note cards, have participants stand, etc.)
- Each slide should have approximate time (e.g., two minutes, a half hour, etc.)
- Mark/identify which slides/sections can be skipped if time runs out
- Include extra activities or discussions questions and structures if extra time remains

### Handout for participants

- The handout should include key points from your presentation
- May include a note-taking section
- You must include an annotated bibliography of at least 10 readings, resources, websites, or videos you drew most heavily in the presentation. At least eight (8) must be readings.
  - Use APA format
  - Include a brief summary of the article, website or video (1-2 sentences)
  - Briefly explain why this resource would be of interest or value to participants

### **Caveat:**

Please note that changes may be made in the syllabus during the semester to better reflect the aims of the program

<b>Methods of Evaluation</b>
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### **Grading:**

The candidate's written project assignment(s) will be assessed based on: (a) adherence to above guidelines, (b) quality of writing and analysis, and (c) ability to demonstrate a thorough understanding of class content through critical analysis and application.

### **Grading Procedure and Scale**

Course grades will be based upon cumulative points on all assignments and upon class participation. The relative weighting for each of these expectations is listed below.

<b>Class Assignments/Expectations</b>	<b>Points Possible</b>
1. Project #1 Chapter Reflections & Facilitation	100
2. Project #2 Personal Development Paper	100
3. Project #3 Bridging the Divide	100
4. Project #4 PowerPoint Presentation Project #3	100
5. Project #5 Carrying the Message	200
6. Project #6 PowerPoint Presentation Project #5	100
7. Project #7 Oral Presentation Project #2	100
8. Project #8 Class Participation	100
<b>Total Points</b>	<b>900</b>

**A = 900 – 810    B = 809 – 720    C = 719 – 630    D = 629 and below**

<b>Topical Outline</b>
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**Tentative Course Outline:**



Session	Date	Topic	Assignment Due	Pre-Class Reading Assignment(s)
1	Aug 26	<b>Introduction</b> <b>FAMU Blackboard</b> <b>Access Code</b> <b>Syllabus Review</b> <b>COE Conceptual Framework</b> <b>FEAP Standards</b> <b>INTASC Standards</b> <b>E-Portfolio</b> <b>TaskStream Requirement(s)</b>		<b>Name, Address, Telephone, Email Get Acquainted</b>  <b>Links to videos</b>  A Vision of Students Today: <a href="http://www.youtube.com/watch?v=BAROImjtG2M">http://www.youtube.com/watch?v=BAROImjtG2M</a>  A Vision of K-12 Students Today: <a href="http://www.youtube.com/watch?v=Loh7dUKYFnE">http://www.youtube.com/watch?v=Loh7dUKYFnE</a>
2	Sept 2	<i>Issues &amp; Concepts</i>	<b>Discussion of Students Today</b>  <b>TaskStream Accounts</b>	Gorski, P. (2001). Understanding the digital divide. Gorski, P. (2008). Defining Multicultural Education. Gorski, P. (2008). Critical paradigm shifts for multicultural education. Banks, J.(2010) <b>Multicultural Education</b> Chapter One – Multicultural Education: Characteristics Chapter Two –Culture in Society & Educational Practices
3	Sept 9			Write Reflective Essay on Chapter One Write Reflective Essay on Chapter Two  watch at least two of these youtube videos. Choose any two--or watch three or four if you'd like. They're short--no more than 5 minutes each. <b>Be prepared to discuss how these relate to:</b> "funds of knowledge" (from the Luis Moll article) and "cultural essentialism" (from the Kubota article).  Moll, L. et al. (1992). Funds of knowledge for teaching . Kubota, R. (2006). Unfinished knowledge.  <b>Links to videos</b>  They're all music videos:  1. Harisu <a href="http://www.youtube.com/watch?v=vockkdsAt9I">http://www.youtube.com/watch?v=vockkdsAt9I</a>  2. Matisyahu

				<a href="http://www.youtube.com/watch?v=k-aAZT15eHc">http://www.youtube.com/watch?v=k-aAZT15eHc</a> 3. Kareem Salama <a href="http://www.youtube.com/watch?v=61CyzEofs9E">http://www.youtube.com/watch?v=61CyzEofs9E</a> 4. Lady Sovereign <a href="http://www.youtube.com/watch?v=rfaAx5xcJAK">http://www.youtube.com/watch?v=rfaAx5xcJAK</a> (and here are the lyrics for Lady Sovereign if you didn't catch them: <a href="http://www.lyricstop.com/h/hoodie-ladysovereign.html">http://www.lyricstop.com/h/hoodie-ladysovereign.html</a>
4	Sept 16	<i>Issues &amp; Concepts</i>	<b>Reflections DUE</b>	<b>Discussion of videos</b> <b>Personal Reflections Chapter One and Two</b>
5	Sept 23	<i>Teaching the Exceptional and Culturally Different</i>	<b>Reflections DUE:</b> <b>Chapter 13</b> <b>Chapter 14</b> <b>Chapter 15</b>	Banks, J. (2010). <b>Multicultural Education</b> Chapter 13 – Educational Equality for Students with Disabilities Chapter 14 – School Inclusion & Multicultural Issues In Special Education Chapter 15 – Recruiting & retaining Gifted Students From Diverse Ethnic, Cultural & Language Groups Bonilla-Silva (2002). The linguistics of color-blind racism.
6	Sept 30			<b>PROJECT #2 Reflective Personal Development Paper DUE</b>
7	Oct 7	<i>Race, Ethnicity, and Language</i>	<b>Reflections DUE:</b> <b>Chapter 4</b> <b>Chapter 8</b> <b>Chapter 12</b>	Banks, J. (2010). <b>Multicultural Education</b> Chapter 4 – Social Class & Educational Equality Chapter 8 – Race & Gender in Classrooms Chapter 12 – Language Diversity & Schooling Christensen, L. (1990). Teaching Standard English Cortes, C. (2004). Knowledge construction & popular culture
8	Oct 14			
9	Oct 21	<i>Education that is Multicultural and Socially Reconstructionist</i>	<b>Reflections DUE:</b> <b>Chapter 10</b> <b>Chapter 16</b>	Banks, J. (2010). <b>Multicultural Education</b> Chapter 10 – Approaches to multicultural Curriculum Reform Chapter 16 – School Reform & Student Learning Lawrence. (1997). Beyond racial awareness Schniedewind, N. (2005). “There ain’t no white people here!”
10	Oct 28			<b>PROJECT #3 Bridging the Divide:</b>

				<b>Culturally Diverse Families in Our Schools DUE</b>
11	Nov 4	<b><i>Focus on Whiteness and White Privilege</i></b>		McIntosh, P. (2000). White Privilege
12	Nov 11	<b><i>Culturally Responsive Pedagogy</i></b>	<b>Reflections DUE: Chapter 9 Chapter 17</b>	Banks, J. (2010). <b>Multicultural Education</b> Chapter 17 – Communities, Families, & Educators Working Together for School Improvement Chapter 9 – Queer Lessons Dow, et al. Deconstructing the mythos of the “First Thanksgiving” Ponton, L. (2008). What does gay mean? Gay, G. (2002). Preparing for culturally responsive teaching. Gere, et al. (2009). A visibility project: Gorski, P. (2008). Complicity with conservatism.
13	Nov 18			<b>PROJECT #4 Individual Conference Proposal-Making Choices for Multicultural Education DUE</b>  <b><i>PRESENTATIONS</i></b>
14	Dec 2	<b><i>Presentations</i></b>		<b><i>PRESENTATIONS</i></b>
15	Dec 9	<b><i>Presentations</i></b>		<b><i>PRESENTATIONS</i></b>

1. **Provide a bibliography** for all within-text citations only. This means that if you do not refer to a publication in your project, you should not add it to your bibliography. The listings in the bibliography should be alphabetically by the last name, initial of first name, followed by the year in parentheses, the title (in italics), the place of publication, and the publisher. Use the following examples for the bibliography. Indent each line after the first in each reference.

**Book:**

Gollnick, D., # Chinn, R. (2002) *Multicultural education in a pluralistic society*. (6<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall.

### Chapter in an Edited Book:

Erickson, F. (1993). Transformation and school success: The politics and culture of educational achievement. In E. Jacob & C. Jordan (Eds.), *Minority education: Anthropological perspectives* (pp. 27-51). Norwood, NJ: Ablex.

### Journal Article:

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56 (1), 18-36.

### On-line Resource:

Jacob, E. (1999). *The Cultural Inquiry Process*. Retrieved September 14, 2006, from <http://www.classweb.gmu.edu/ccp>

2. **When to use et al. (no period after et):** Only within-text citations of more than two Authors. Use *et al.* after the first full reference listing all authors.
3. If using **acronyms**, spell out what each stands for the first time it appears in the project. For example English Language Learner (ELL). Be sure to explain fully any term or acronym that someone outside of your context might not readily recognize. Acronyms stand alone, with periods, as in:

GPA      ESOL      ELL



# Oral Presentation Rubric

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

	Favorable (100)	Acceptable (90-99)	Marginable 80-89)	Unacceptable(79-below)
Content [12 points]	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation	There is a great deal of information that is not clearly connected to the thesis	Thesis not clear; information included that does not support thesis in any way
Coherence and Organization [12 points]	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation
Creativity [12 points]	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety; insufficient use of multimedia
Material [12 points]	Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate	Use of multimedia not as varied and not as well connected to thesis	Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis	Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another
Speaking Skills [12 points]	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone
Audience Response [12 points]	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Presented facts with some interesting "twists"; held the audience's attention most of the time	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the presentation
Length of Presentation [12 points]	Within two minutes of allotted time +/-	Within four minutes of allotted time +/-	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below the

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## Oral Presentation Evaluation Form

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Favorable (100) | Acceptable (80-89) | Marginable (70-79) | Unacceptable (69-below)

Content [12 points]

Coherence and Organization [12 points]

Creativity [12 points]

Material [12 points]

Speaking Skills [12 points]

Audience Response  
[12 points]

Length of Presentation  
[12 points]

COMMENTS:



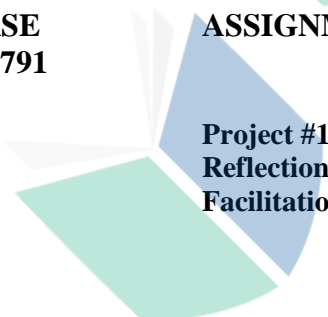
## POWERPOINT RUBRIC

CRITERIA	Not Acceptable (74 and below)	Marginable (75-85)	Acceptable (86-95)	Favorable (96 +)
<b>Storyboard / Planning</b> [12 points]	Few slides and no overview of presentation	The slides are not in logical order & have incomplete information	The slides are in sequential order and are informative	The slides are in logical order, with important information, colors, fonts, & graphics indicated.
<b>Philosophy</b> [12 points]	Subject knowledge is not evident. Information is confusing, incorrect, and flawed. Conclusions simply involved restating information. Conclusions were not supported by evidence.	Some knowledge is evident, but some information is confusing and/or incorrect. Conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Knowledge is evident in much of the project. Most information is clear and correct. Student product shows good effort was made in analyzing the evidence collected.	Subject knowledge is evident throughout the project. All information is clear and correct. Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.
<b>Content</b> [12 points]	Student did follow the assignment guide and did not include the minimum required components	Student appears to have minimally followed the assignment guide most components were minimally addressed displaying minimal effort	Student followed the assignment guide, all components were addressed	Student went beyond the assignment guide, showed originality in critical think, content demonstrated, design assignment components demonstrated excellent integration. Exceptional effort
<b>Research / Information Gathering</b> [12 points]	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) gathered information from a variety of relevant sources--print and electronic	Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).
<b>Documentation</b> [15 points]	Student had little to no discernable documentation.	Student needs to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student documented sources with some care, Sources are cited on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student documented all sources, including visuals, and animations. Sources are properly cited, on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.

<b>Writing</b>  <b>Mechanics</b>  <b>[12 points]</b>	Many errors in spelling, grammar, sentence structure destroy content & major revision is needed.	Spelling and grammar errors detract but content is understandable.	The text is clearly written but a few spelling and/or grammar errors are noticeable.	The text is clearly written with little or no errors to detract from content.
<b>Layout</b>  <b>[12 points]</b>	The layout is unstructured, confusing, and cluttered. Does not use space correctly. The text is very difficult to read	The layout shows some structure but the space is not used well, appearing cluttered or empty. Overall readability is difficult.	The layout uses most space appropriately. Most slides are easy to read.	The layout is pleasing to the eye, appropriate to the message, and uses space well. Fonts and point size are well chosen for easy readability.
<b>Presentation</b>  <b>[12 points]</b>	Spoken and visual presentation difficult to follow and understand. Little eye contact. Reads material from notes. Product does not effectively communicate research findings.	Spoken and visual presentation not well integrated. Some organization is evident. Some eye contact but much reading.	Integrates spoken and visual presentation. Organization apparent and appealing. Maintains balanced eye contact between audience and note cards.	Effectively integrates spoken and visual presentation. A high degree of organization, eye appeal, and effective delivery. Excellent eye contact and knowledge o subject. Does not refer to notes very much. Product displays creativity and originality.

### *Course Requirements Met*

**COURSE  
EDG 5791**



**ASSIGNMENT**

**DESCRIPTION OF  
ASSIGNMENT**

**CORRESPONDING  
STANDARD(S)**

**Project #1 Chapter  
Reflection/  
Facilitation**

Each candidate will facilitate class discussion on a topic area. (Specific topic with be discussed in class). The candidate will serve as facilitator for the evening’s presentation. Candidate may use any technology, additional resources or creative formats to aide their facilitation and the class discussion.

**CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); CF2 2.3 (S); CF 4 4.3 (D); 4.5 (S); CF 5 5.1 (K); 5.3 (D); 5.6 (S) FEAP 2.1, 5c**

**Project #2 Personal  
Development**

Narrative essay about your life, describing the

**CF 1-1.(K); 1.2 (S,D); 1.3 (S,D); 2-2.3 (S); 4-4.3 (D) 4.5 (S); 5-5.1**

experiences that have shaped your views of the world, race, ethnicity, culture, religion, language, gender orientation, gender role, self-identity, and diversity and how your life experiences, perceptions, education, and family background have led to your current ideas about learning, student learning and teaching diverse student populations.

**(K); 5.3 (D); 5.6 (S)**  
**FEAP 2.1, 5.1, 8.1, 8c**

**Project #3 Bridging  
The Divide**



As a major activity for EDG 5791, **Bridging the Divide** engages graduate candidates in a performance-based assessment task.

**CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); 2-2.3 (S); 4-4.3 (D); 4.5 (S); 5-5.1 (K); 5.3 (D); 5.6 (S)**  
**FEAP 2.1, 2c, 5.1, 8.1, 8c**  
**GOALS 2, 3, 6**

**Project #4 Power  
Point of Project #3**

PowerPoint

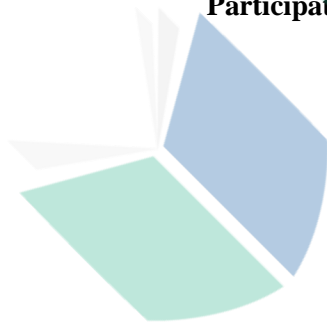
**CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); 2-2.3 (S); 4-4.3 (D); 4.5 (S); 5-5.1 (K); 5.3 (S,D); 5.6 (S,D)**  
**FEAP 2.1, 2b, 2d, 2e, 5.1, 5b, 5c, 8.1,**

**Project #5 Carrying The Message** Conference Proposal: Making Choices for Multicultural Education **CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); 2-2.3 (S); 4-4.3 (D); 4.5 (S); 5-5.1 (K); 5.3 (S,D); 5.6 (S,D) FEAP 2.1, 2c, 5.1, 5c**

**Project #6 Power Point of Project #5** PowerPoint **CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); 2-2.3 (S); 4-4.3 (D); 4.5 (S); 5-5.1 (K); 5.3 (D); 5.6 (S) FEAP 2.1, 5.1, 8.1**

**Project #7 Oral Presentation of Project #2** Oral Presentation **CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); 2-2.3 (S); 4-4.3 (D); 4.5 (S); 5-5.1 (K); 5.3 (D); 5.6 (S) FEAP 2.1, 5.1, 8.1**

**Project #8 Class Participation** Critical analysis, active active engagement, reflective analysis **CF 1-1.1 (K); 1.2 (S,D); 1.3 (S,D); 4-4.3 (D); 4.5 (S);**



*Candidate Acknowledgment and Understanding*

I, \_\_\_\_\_, **acknowledge** receipt of a syllabus and the course schedule for Dr. Wallace's EDG 5791 class Seminar in Multicultural Education for the Fall Semester 2010 at Florida A&M University.

**I understand** it is my responsibility to read, know and abide by the requirements stated in this syllabus.

**I understand** I should see or call the professor as soon as any problems occur during the term.

Candidate's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## References, and Supplemental Materials

*American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy.* Association of American Colleges and Universities. Washington, DC: Association of American Colleges and Universities, 1995. **LC 3727 .A425 1995**

Banks, James A., (1999). *An Introduction to Multicultural Education.* Boston: Allyn and Bacon, 1999. **LC 1099.3 .B36 1999**

Banks, James A. (1999). *Multi-ethnic Education.* Boston, MA: Ally and Bacon.

*Critical Multiculturalism: Uncommon Voices in a Common Struggle.* Edited by Barry Kanpol and Peter McLaren. Westport, CT: Bergin & Garvey, 1995. **LC 196 .C756 1995**

Davidson, Florence H. and Miriam M. Davidson. (1994). *Changing Childhood Prejudice: The Caring Work of the Schools.* Westport, CT: Bergin & Garvey, 1994. **LC 212.62 .D38**

*Dictionary of Multicultural Education.* Edited by Carl A. Grant and Gloria Ladson-Billings. Phoenix, AZ: Oryx Press, 1997. **Reference LC 1099 .D53 1997**

Dilg, Mary. (1999). *Race and Culture in the Classroom: Teaching and Learning Through Multicultural Education.* New York: Teachers College Press, 1999. **LC 1099.3 .D55**

*Diversity in the Classroom: A Casebook for Teachers and Teacher Educators.* Edited by Judith H. Shulman and Amelia Mesa-Bains. Hillsdale, NJ: Research for Better Schools and Lawrence Earlbaum Associates, 1993. **LC 3731 .D59 1993**

*Empowerment Through Multicultural Education.* Edited by Christine E. Sleeter. Albany, NY: State University of New York Press, 1991. **LC 1099.3 .E48 1991**

Ford, Terry. *Becoming Multicultural: Personal and Social Construction Through Critical Teaching.* New York: Falmer Press, 1999. **LC 1099 .F674 1999**

*Foundational Perspectives in Multicultural Education.* New York: Longman, 2000. **LC 1099.3 .F68 2000**

*Freedom's Plow: Teaching in the Multicultural Classroom.* Edited by Theresa Perry and James W. Fraser. New York: Routledge, 1993. **LC 1099.3 .F74 1993**

Gay, Geneva. (1994). *At the Essence of Learning: Multicultural Education.* West Lafayette, IN: Kappa Delta Pi, 1994. **LC 1099.3 .G39**

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## A Multicultural Model for Evaluating Educational Web Sites

by Paul Gorski

What follows is a set of questions to guide your assessment of educational Web sites from a multicultural perspective. Some will be more relevant than others depending on what type of resource you are looking for and how you plan to use it. I have not included a rating scale because I believe it is more effective to use your own experience in getting an overall, holistic sense for whether a particular site will be valuable in your classroom.

### Relevance and Appropriateness

1. Is the site's content relevant to your needs?
2. Is the Web medium appropriate and necessary for your needs?
3. Is the target age group clearly indicated and consistent with the age range of your students?
4. Are the mission and the scope of the site clearly indicated and relevant to your purposes?
5. Are graphic images appropriate for your students' age group?
6. Is the content timely and updated reasonably often?

### Credibility

1. Is the author of the site clearly indicated?
2. Is the author's experience in the content area sufficient?
3. Is the site author and/or sponsor a known entity?
4. Is there evidence of quality control?
5. Is the site or site author affiliated with an identified educational organization?

### Bias Identification

1. Does the site include a statement about the author or sponsoring organization that helps identify potential bias?
2. Is the site authored or sponsored by some person or organization with a known position regarding the content? If not, is their position clearly stated?
3. Is the primary purpose of the site commercial, and if so, how might this interest be informing content?
4. Does the site include forums for users to discuss its content and present divergent perspectives?

### Accuracy

1. Does the site contain obvious content errors or omissions?
2. If information on the site is time-sensitive, is it routinely updated to incorporate new and follow-up information?
3. Does the site provide or invite diverse perspectives, or does it rely a tightly defined single view for understanding its topic?
4. Are sources within the site clearly cited?

### Accessibility

1. Is the site free of coding bugs?
2. Does the site load reasonably fast?
3. Is the author or sponsoring organization accessible to answer your questions, or those of your students, via email or online form?
4. Is contact information provided for the author or sponsoring organization?
5. Does the site take into consideration the needs of differently-abled students (e.g. non-frames version and other considerations)?

### Navigability

1. Is the site organization intuitive?
2. Is the necessity of scrolling kept to a minimum?

3. Is navigation simple and obvious?
4. Are navigation bars provided to allow users to jump to different places within the site?

#### Multiculturality

1. Does the site use a variety of media and styles to effectively engage students with varying learning styles?
2. Does the site encourage interaction between author and user or among users?
3. Does the site encourage participation among users through intercultural interactive or collaborative opportunities?
4. Does the site invite critical examination or divergent perspectives through interactive forums or online evaluation instruments?
5. Does the site provide voice to other perspectives through links or other connections?
6. Is the site free of material that may be oppressive to one or more groups of students?



## DIVERSITY IQ QUIZ

High Score =13-15

Medium Score=9-12

LowScore =9 or less

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1. The percentage of the 31 million African-American consumers who feel that most commercials and print ads are designed only for white people:
  - a. 20%
  - b. 30%
  - c. 50%
  - d. 60%
  
2. As of November, 1993, minorities constitute 44% of the total U.S. workforce. The percentage of minorities in top-level executive jobs is:
  - a. 12%
  - b. 9%
  - c. 5%
  - d. 2%
  
3. In the 1990-91 recession, a net job loss was experienced by:
  - a. Hispanics
  - b. Women
  - c. African-Americans
  - d. none of the above
  
4. The Federal Family and Medical Leave Act expands the definition of a parent-child relationship to include:
  - a. Gay and lesbian partners
  - b. Anyone who took the place of a parent
  - c. Biological parents only
  - d. Aunts or uncles who live nearby
  
5. One of every four businesses is owned by a woman.
  - a. True
  - b. False
  
6. Corporate managers from diverse Asian-American backgrounds have consistently reported that:
  - a. They have benefited from positive assumptions about their work ethic and skills by being given opportunities for advancement.
  - b. They have been discriminated against in all areas of organizational advancement.
  - c. They have been stereotyped as being good at technical tasks but weak in people management.

- d. They have been promoted to positions of managerial responsibility, but have been excluded from areas of technical expertise.

7. Surveys of corporate managers, university professors, first-line supervisors, doctors and lawyers reveal that in a comparable job, women earn:

- a. \$1 for every \$1 a man earns
- b. 80 cents for every \$1 a man earns
- c. 40 cents for every \$1 a man earns
- d. 70 cents for every \$1 a man earns

8. A large majority of the African-American community prefers the term:

- 1. Black
- 2. African-American
- 3. Negro
- 4. Person of color

9. According to the U.S. Census Report, the percentage of households in which no adult speaks English fluently is approximately:

- a. 42%
- b. 23%
- c. 12%
- d. 7%
- e. 3%

10. According to a survey of executive women in industrial and service companies, women identified their greatest professional obstacle as having been:

- a. Personal vs. professional tradeoffs
- b. Convincing others of their ability
- c. Limited education
- d. Lack of managerial experience
- e. Lack of confidence
- f. Sexism

11. Between 1990 and 2005, the labor force age 16-24 is expected to grow approximately 14%, the labor force age 25-54 is expected to grow about 17%, and the labor force age 55 and older is expected to grow:

- a. 11%
- b. 27%
- c. 36%
- d. 43%

12. According to the National School Boards Association's study from December of 1993, the region of the country that contained the most integrated schools was the:

- a. Northeast
- b. Northwest
- c. South
- d. Midwest
- e. Southwest
- f. Far West

13. From 1980 to 1992, the percentage of women in the top 20 jobs in Fortune 500 companies increased from:

- a. 10% to 35.5%
- b. 1% to 7.5%
- c. 20% to 41%
- d. 10% to 16.5%

14. In 1967, women constituted 2.6% of MBA graduates; in 1992, women were approximately:

- a. 10% of MBA graduates
- b. 50% of MBA graduates
- c. 30% of all MBA graduates

15. By the year 2000, the U.S., Census Bureau estimates that the largest minority group in the United States will be:

- a. African-Americans
- b. Hispanic-Americans
- c. Asian-Americans
- d. White Anglo-Americans

Adapted from: David Tulin, Tulin *DiversiTeam* Associates—Philadelphia



DEFENDING  
EDUCATION

## **Perspectives on Culture for Teachers**

### **What Culture Is...**

Dynamic, neither fixed nor static.

A continuous and cumulative process.

Learned and shared by people.

Behaviors and values exhibited by a people.

Creative and meaningful to our life.

Symbolically represented through language and people interacting.

A guide to people in their thinking, feeling, and acting.

### **What Culture Is Not...**

Artifacts or material used by a people.

A “laundry” list of traits and facts.

Biological traits such as race.

The ideal and romantic heritage of a people as seen through music, dance, holidays, etc.

Higher class status derived from a knowledge of the arts, manners, literature, etc.

Something to be bought, sold, or passed out.

### **Why It Is Important To Know About Culture**

Culture is a means of survival.

All people are cultural beings and need to be aware of how culture affects people’s behavior.

Culture is at work in every classroom.

Culture affects how learning is organized, how school rules and curriculum are developed, and how teaching methods and evaluation procedures are implemented.

Schools can prepare students for effective participation in dealing with the culture of the world.

Understanding cultural differences can help solve problems and conflicts in the school and the community.

## **Developing a Crosscultural Perspective: Becoming Aware of Culture in Ourselves**

Involves perception or knowledge gained through our senses and interpreted internally.

Helps in understanding and avoiding areas of unnecessary conflict and allows us to learn through contrast.

Calls attention to value positions and value hierarchies of our culture which may be different from the value structures of other cultures.

## **Becoming Aware of Culture in Others**

Involves a certain degree of ethnocentrism, which is the belief that our cultural ways are correct or superior to others. Ethnocentrism is natural and occurs in each of us.

While ethnocentrism helps to develop pride and a positive self-image, it can also be harmful if carried to the extreme of developing an intolerance for people of other cultures.

Is, in part, based upon the value of cultural relativity, the belief that there many cultural ways that are correct, each in it sown location and contexts.

Analyses based on cultural relativity are essential to building respect for cultural differences and appreciation for cultural similarities.

Cultural relativity as an analytical system is not the same as ethical neutrality in teaching.

