

EDU 230 CULTURAL DIVERSITY IN EDUCATION (3 credit hours)

Class # 40996, TR 9:00 - 10:15 a.m., Room SC16N
Mesa Community College, Southern & Dobson Campus
Spring Semester 2010, Jan. 19 – May 14

Instructor: Dr. Nora Amavisca Reyes

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*Use WebCT Mail tool for course-related communication

Office: ES111

Office hrs: MWF 10:00 – 11:00 a.m.

TR 10:30 – 11:30 a.m.

and by appointment

Course Description

Examination of the relationship of cultural values to the formation of self-concept and learning styles. Examination of the role of prejudice, stereotyping, and cultural incompatibilities in education. Emphasis on teacher preparation (preservice and/or inservice) to offer an equal educational opportunity to students of all cultural groups. Prerequisites: None.

Notes:

- *WebCT will be used as a course management tool for communication, assignment submission, and access to course resources.*
- *Students are required to activate their MyMCC accounts and login to WebCT course regularly throughout the semester .*

Course Competencies

As a result of taking this course, students will be able to:

- explain how changing demographics influence public schools;
- define the concepts of culture and multicultural education;
- identify cultural influences on modes of communication, perception, learning preferences, and world view;
- compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes, equity, and equality;
- describe how the concepts of equity and equal educational opportunity have evolved into educational policy;
- identify legal precedents for educational equity and equal educational opportunities;
- describe how culturally responsive teaching promotes student learning; and
- identify, read, and describe literature that increases cultural awareness and sensitivity.

Readings

- Reyes, N. A. Cultural Diversity in Education. Pearson Custom Publishing, 2004.
- Professional journal articles: Each student will select and read a minimum of three articles on their selected research topic. Knowledge gained from these will be shared through class presentations.
- Lowry, L. (1993). The Giver. NY: Bantam Doubleday Dell Books for Young Readers.

Attendance Policy

You are expected to attend class on time for each scheduled session. In the case of absence or tardiness, you are responsible for getting any missed notes, assignments, or announcements from a class peer. ***Absences in excess of the number of times the class meets per week may result in withdrawal from the course.*** If, due to circumstances beyond your control, you acquire excessive absences, *you may request permission from the instructor to remain in the course and set an appointment to discuss a way to make up for those absences. Failure to do so will result in either course withdrawal or a drop in grade.*

Grades

For full credit, assignments must be of college level quality, completed according to the criteria outlined in the assignment descriptions, and submitted on time. Late assignment submissions will accrue a 10% penalty per week up to a 30% deduction. No late assignments will be accepted after the last week of classes (week prior to finals week).

Grades will be issued based on the following scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

<u>Requirement</u>	<u>Points Possible</u>	<u>Points Earned</u>
Attendance/Course Folder	60	_____
Autobiography/Peer Interview	34	_____
Interview	40	_____
Research project	80	_____
Field experience/independent project*	80	_____
Discussion board	106	_____
Final	20	_____

Total points:	420	_____

* Only students enrolled in honors section must complete both the field experience & independent project assignments. Total points possible for honors students is 500.

Student Responsibility

- All provisions in this syllabus are subject to change by the instructor. The student is responsible for making note of any announced changes, and in the case of absence or tardiness, to contact a class peer for missed information.
- Students are expected to:
 - read and accept responsibility for all information in the syllabus.
 - adhere to college policies as outlined in the MCC College Catalog and MCC Student Handbook.
 - assume as part of their obligation to the College the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action.

Services and Programs

Service Learning

Prior to beginning your field experience hours, you are required to attend one of the following orientation sessions:

- Tuesday, January 19th at 7:30pm (Kirk Center, Kiva Room)
- Wednesday, January 20th at 5:00pm (Kirk Center, Kiva Room)
- Friday, January 22nd at 8:00am, 10:00am & 11:00am (Kirk Center, Kiva Room)
- Tuesday, January 26th at 9:00am, 10:30am & 1:30am (Kirk Center, Kiva Room)
- Make-up orientations will be held throughout the month of February on Tuesdays at 12:00pm and Wednesdays (not the 17th) at 5:00pm in the Kirk Center Kiva Room in the Service Learning Office starting February 2nd.

For those desiring assistance with site placement, a **Community Involvement Expo** is scheduled for Wed/Thurs, February 3rd & 4th, 9am-12:30pm, Kirk Center, Yavapai Room.

Honors Program

Requirements for Honors Program eligibility:

- 12 or more credit hours accumulated
- Registered in minimum of 3 hours honors credit each semester
- Minimum 3.25 GPA

For more information, call 480-461-7079 or visit www.mesacc.edu/academics/honors/

Early Alert Referral System

Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: www.mesacc.edu/students/ears

Disability Resources and Services

The college will make reasonable accommodations for persons with documented disabilities, including learning disabilities. Students should notify Disability Resources and Services (S&D 461-7447, RDM 654-7771) and their instructors as soon as possible of any special needs.

Writing Center

The Writing Center provides professional English tutors that can help with structuring papers, writing essays and research papers, and writing mechanics. You may schedule an appointment in person or by phone at the Learning Enhancement Center of the MCC Libraries (S&D 461-7678, RDM 654-7735).

Counseling Services

The Counseling Department offers students a variety of services to help address personal, social, educational, and career concerns. Confidential services are offered to help you achieve your full potential. To find out more or schedule an appointment, call S&D 461-7588, RDM 654-7210.

Future Educators Club (FEC)

To bring education students together, the FEC offers social and academic support to all Education majors. To get involved, contact Corki Stewart: cstewart@mesacc.edu. All MCC education majors should sign up for **FEC Google Groups** to receive (and post) emails on important events and scholarship opportunities for future teachers.

Follow the directions below to join:

1. Go to <http://groups.google.com/group/fec-mcc>
2. Click on “Apply for Membership.”
3. Choose how you want to receive the emails in “How do you want to read this group?”
4. For “What nickname do you want people in this group to see,” use your first & last name.
5. In the box above “Apply to this group” type in your name, the education class(es) you are enrolled in, and your instructor’s name.
6. This message should appear: “Your request to join is pending and has not yet been approved by the group manager.” As soon as one of the managers approves the membership, you will be added to Google Groups!

Educators Academy

FREE evening or weekend workshops are being offered by MCC to promote practices that improve educational opportunities for preschool and school age children as well as inspire a greater enthusiasm for teaching. For details and registration information, visit <http://tinyurl.com/spring10-educatorsacademy>.

Grants & Scholarships for Education Majors

H.E. Hendrix Scholarship - Specifically for MCC students majoring in elementary education, secondary education, special education, early childhood education or child development and plan to transfer to a four-year institution to complete a bachelor’s degree in the education field. See the [Education Studies Department](#) website for more details and to download an application.

Professional Career Pathway Project (PCPP) Grant – Specifically for individuals employed in a child care center or as a family child care provider or as a family group home provider/employee. Funds are for early childhood education classes only. See the [Education Studies Department](#) home page for more details.

T.E.A.C.H. Early Childhood ® Arizona Scholarship – The early childhood workforce is encouraged to return to college to pursue an associate’s degree through the new T.E.A.C.H. Early Childhood ® Arizona scholarship program. Funds help cover paid release time and travel as well as tuition and books. See the Education Studies Department http://www.mesacc.edu/dept2/education_dept/ home page for more details.

Xalapa Study Abroad Program

The Xalapa Study Abroad Program offers an opportunity to participate in an international learning experience in the tropical city of Xalapa, Veracruz, México. Participants earn 7 college credits in Education and Spanish to complement their service learning in Mexican classrooms, home-stay, and cultural immersion. For more information, visit <http://www.mesacc.edu/xalapa> or call Dr. Eufemia Amabisca (602-243-8019).

Advisement

Education majors are encouraged to contact the Education Studies Department Office (480-461-7904) or Program Coordinator (480-461-7890) for advisement and program information.

Education Studies Department website: www.mesacc.edu/education

Calendar of Topics and Assignments:

Week	TOPIC	READINGS/ASSIGNMENTS
1 Week of 1/19 <i>(Holiday 1/18)</i>	Defining culture & multicultural education; Ed policy & legislation; Service learning opportunities	Assignment descriptions; Student Information form ; Ch.1(Takaki) & Ch.2(Spring)
2 Week of 1/25	Introductions (I Am...); Culture; Video <i>A Place at the Table</i> ; Demographics; Module 1 discussion questions	Ch.3(DeGaetano, Williams, Volk); *Course folder; Module 1 post
3 Week of 2/1	Cultural sensitivity; Peer interview; Diversity Stand-Up; Module 2 discussion questions	* Autobiography (paper copy req'd for peer exchg); * Peer i/v agenda ; Ch.4(Irvine) & Ch.5(Kozol); Module 2 post
4 Week of 2/8	Stereotypes; Prejudice; Am I Biased?; Video <i>Eye of the Storm</i>	Ch.6(Pate) & Ch.7(Tenorio); Learning Plan ; *Field experience forms
5 Week of 2/16 <i>(Holiday 2/15)</i>	Racism; Privilege Exercise; Video <i>Teaching the Diverse Classroom</i> ; Module 3 discussion questions	Ch.8(Tatum) & Ch.13(Christensen); Interview ; Module 3 post
6 Week of 2/22	Teaching/learning styles; Small group session 1 (brainstorming); Library instruction (Thurs: LB144); Video <i>Common Miracles</i> ; Module 4 discussion questions	Ch.9(Shaw) & Ch.10(Lake); Module 4 post
7 Week of 3/1	Interview sharing; Small group session 2 (source ID); Video <i>A World of Differences</i>	Ch.14(Banks) & Ch.15(Nieto); 6 academic sources identified for research proj
8 Week of 3/8 <i>(Holiday 3/15-21)</i>	Midterm sharing; Sm grp session 3 (outline); Small group session 4 (article sharing); Module 5 questions	Ch.16(Wink); Module 5 post ; 3 academic sources, 3 key points per source & individual part of outline
9 Week of 3/22	Video <i>Age 7 in America</i> ; Sm grp session 5 (outline refinement)	* Compiled research project outline (single page)
10 Week of 3/29	Small group session 6 (peer review of ppt); Video <i>14 and Up</i>	* Typed draft of individual PowerPoint (paper copy required for in-class peer review); * Compiled research project ppt (6 slides/page); * Final research project grp outline (single page)
11 Week of 4/5	Multiple Intelligences presentation; Attention Deficit Hyperactivity Disorder pres	Research project ; Research project presentation feedback
12 Week of 4/12	Gender Issues in Education presentation; Language Issues in Education presentation	Ch.11(Hillard); Research project presentation feedback
13 Week of 4/19	Effects of Poverty on Education presentation; Assessment in Education presentation	Ch.12(Richard&Ernst); Research project presentation feedback ; * Field experience /* Indep proj
14 Week of 4/26	Independent project presentations; Multicultural literature; Literature study #1; Module 6 discussion questions	The Giver p.1-87 ; Module 6 post
15 Week of 5/3	Reflective session on field experience; Literature study #2; Final sharing	The Giver p.88-180 * Final Discussion Board
Finals Week 5/11	Pen Pal visit Tues., 5/11, 9-10:50a.m.	Course evaluation

Notes on assignments due:

- Due dates will be posted on WebCT or announced in class.
- Bring items marked with an asterisk* to class
- Submit **bolded** items via WebCT Assignments
- Submit **bolded italicized** items via WebCT Discussions