



ED 5316 Multicultural Perspectives Fall 2021 Syllabus

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Office Hours
Tue/Thurs 9am-2pm
Virtual Office Hours daily by Appointment

Course Description

ED5316 Multicultural Perspectives is an overview of multicultural education. Students will gain an appreciation and understanding, from an educational leadership perspective, of considerations associated with educating the multicultural learner. Students will also gain an understanding of the need to design and support a curriculum that will benefit multicultural learners. Finally, by interacting with colleagues and professor, students will gain a practical knowledge of putting what one learns into practice.

Marketable Skills

- **Critical Thinking/Problem Solving-** Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology-** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Written Communication-** Students will apply formal and informal writing styles to communicate in the professional setting.

Performance Standards, Goals, and Learning Objectives

Primary Goals:

- To gain an understanding of the notion of multicultural education in today's public schools.
- To become familiar with current texts and research on the subject of multicultural education.
- To appreciate the inherent academic enhancement of a multicultural setting.
- To learn strategies for leading a campus of multicultural learners.
- To gain an awareness of the need for understanding the issues surrounding multicultural education in a pluralistic environment.

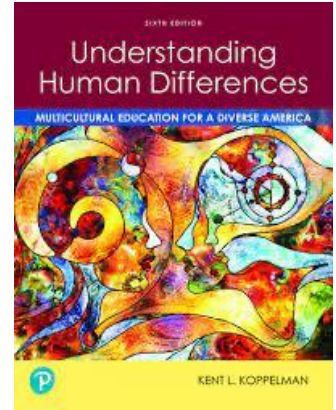
Secondary Goals:

- To improve communication skills through writing and speaking.
 - To become actively engaged in reading current articles on education.
 - To practice synthesis: lessons learned in one topic applied to a related topic.
- Applicable Competencies: In our pluralistic society, it is critical that educators understand multicultural learners and how to respond to their educational needs, so that they and our society as a whole can compete in the world market.

Required Text

Koppelman, K.L. (2020). Understanding Human Differences: Multicultural Education for a Diverse America (6th Ed.). ISBN 13: 9780136615934.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.



Program & Student Learning Objectives TExES Competencies

Reading Specialist TExES Competencies

- **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
- **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Competencies: 2.1k, 2.2k, 2.3k, 2.3k, 2.4k, 2.5k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.6s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.8k, 3.9k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s.

Principals TExES Competencies

- Competency 002 states the principal knows how to respond to diverse interests and needs of all members of the school community in order to promote success.
- Competency 003 states that the principal will act with integrity, fairness, and in an ethical and legal manner. To be ethical and fair, a principal must, among other things, support a curriculum that is beneficial to all students.
- Competency 005 states that the principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The principal knows how to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice. The principal knows how to facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and to be successful are available to all students

Assignments and Grades

14 Textbook Chapter Readings/Quizzes The quizzes are multiple choice and matching. Each is worth 100 points and may only be taken once. Once you begin the test, you must complete it in one sitting. The quizzes are timed, and you will have 45 minutes to complete each quiz. You may NOT exit and re-enter. Quizzes will become unavailable after the due date.	100 pts each (x14=1400)
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<p>10 Discussion Boards and Peer Reviews</p> <p>You will write a response to videos and articles. The textbook should be referenced to allow for pertinent quotes to be included in the response. Each Discussion Board is worth 40 points. The Discussion Board will be graded on the thought you put into your responses, and the evidence you provide to support your position following APA guidelines. Initial posts should include about 400-word response that is supported using academic language, following APA guidelines. After the initial post, a peer review encompassing about 200 words must be provided. Peer reviews should ask higher order questions, provide additional support, and encourage dialogue. Assignments must be grammatically correct, and points will be deducted for poor grammar and for spelling errors.</p>	<p>40 pts each (x10=400)</p>
<p>Diversity Guest Speaker Participation and Journal Reflection</p> <p>Participate and provide a journal reflection in a roundtable discussion with Dr. Savannah Williamson on Diversity, Equity, and Inclusion in Education Programs.</p>	<p>25 pts</p>
<p>Meeting The Needs of Diverse Learners Community Program and Presentation</p> <p>You will research using the SRSU library to locate recent articles addressing strategies to engage and better meet the needs of diverse learners. You may focus on a specific diverse population and issue: Differentiated instruction for ELL learners, questioning, improving literacy for exceptional students, etc. Presentations will be delivered in Microsoft TEAMS. Presentations will be recorded and posted to a discussion board following the synchronous session. All course participants are strongly encouraged to be present. Students that are unable to attend and present must let the instructor know prior to the synchronous meeting. In addition, students who do not attend will be asked to view all presentations in the discussion board and provide a written reflection to each presentation. Presenters must monitor the Discussion Board and respond to students' comments. The plan should include:</p> <ol style="list-style-type: none"> 1) Description of the group's values and cultural practices. 2) Plans for involving the families in the school culture. 3) Plans for providing academic support for the students to be successful. 4) Methods to evaluate the effectiveness of your plan. 5) Defined roles for all staff members to implement the plan. 6). Sources <p>Paper SUBTOTAL: 100 Presentation SUBTOTAL: 100</p>	<p>200 pts</p>
<p>Learning Audit Essay</p> <p>Write an essay that challenges you to demonstrate your ability to synthesize the entire content of the course.</p>	<p>25 pts</p>

TOTAL POINTS: 2050 The **grading policy** for this course is as follows:

A = 90% or higher

B = 80-89%

C = 70-79%

D =60-69%

F = Below 60%

Course Schedule: Subject to Change

Assignments are due by midnight of the due date. Late work will not be accepted.

<p>Module 1: Understanding Ourselves and Others and Introduction to Pluralism</p> <ul style="list-style-type: none"> • Review Syllabus • Participate in “Introduction” Discussion • Read Chapter 1 • Participate in “My Values: What I Believe” Discussion/Peer Review 	<p>Aug 30th</p>
<p>Module 2: Understanding Prejudice and Its Causes</p> <ul style="list-style-type: none"> • Read Chapters 2 and 13 • View “Echoes of Brown” Video • Participate in Echoes of Brown Discussion/Peer Review 	<p>Sept 7th</p>
<p>Module 3: Communication and Leading in Conflict Resolution</p> <ul style="list-style-type: none"> • Read Chapter 3 • Quizzes: Chapters 1, 2, and 13 • Participate in “Conflict Resolution” Discussion/Peer Review 	<p>Sept 13th</p>
<p>Module 4: Understanding English Language Learners and the Assault on Cultural and Language Diversity</p> <ul style="list-style-type: none"> • Read Chapter 4 • View “Learning English: Diverse Students in American Classrooms” • Participate in “Believing in Myths” Discussion/Peer Review 	<p>Sept 20th</p>
<p>Module 5: Understanding Experiences of People of Color, Racism, and Oppression</p> <ul style="list-style-type: none"> • Read Chapter 5 • View “The Only Good Indian” • Participate in “The Only Good Indian” Discussion/Peer Review • Read Dr. Miller-Ray’s “Cultural Literacy Approaches” & View Makerspace Process Example • Quizzes: Chapters 3, 4, and 5 	<p>Oct 4th</p>
<p>Module 6: The Struggle for Religious Freedom, Religion, and Oppression</p> <ul style="list-style-type: none"> • Read Chapters 6 and 7 • View “Would you protest anti-Muslim discrimination?” Video • Participate in Anti-Muslim Discussion/Peer Review 	<p>Oct 25th</p>
<p>Module 7: Meeting the Needs of Students of Poverty</p> <ul style="list-style-type: none"> • Read Chapters 8 and 9 • Read Jensen, E. (2013). How poverty affects classroom engagement. Educational Leadership, 70(8), 24-30. • Participate in “How Poverty Impacts Classroom Engagement” Discussion/Peer Review • Quizzes: Chapters 6 and 7 	<p>Nov 1st</p>
<p>Module 8: Sexism and Heterosexism</p> <ul style="list-style-type: none"> • Read Chapters 10 and 11 • View “Would you defend gay parents?” • Participate in Discussion/Peer Review 	<p>Nov 8th</p>

<ul style="list-style-type: none"> • Quizzes: Chapters 8 and 9 	
Module 9: Ableism <ul style="list-style-type: none"> • Read Chapter 12 • View “Ableism in Academia” Video • Participate in “Ableism” Discussion/Peer Review • Quizzes: Chapters 10 and 11 	Nov 15th
Module 10: Bullying <ul style="list-style-type: none"> • Read Chapter 14 • View “Bullied” • Participate in “Bullied” Discussion/Peer Review • Quizzes: Chapters 12 and 14 • Participate in Dr. Savannah Williamson Conference in MS TEAMS (Nov. 11th @7PM) • Journal 	Nov 22nd
Module 11: Creating Unity in a Diverse Education Program <ul style="list-style-type: none"> • Meeting The Needs of Diverse Learners Community Program and Presentation, Presentation in MS TEAMS (Dec. 6th @7PM) • Learning Audit Essay 	Dec. 3rd

This course syllabus is intended to be a guide and may be amended at any time.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Americans with Disabilities Act: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

CLASSROOM CLIMATE OF RESPECT: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

DIVERSITY STATEMENT: "I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."