

**ED 5316 Multicultural Perspectives**  
**Spring 2022 Syllabus**

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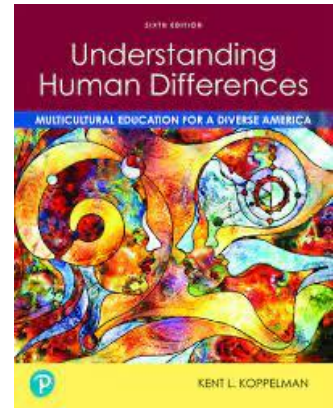
**Course Description**

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.

**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.



**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.

## 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

## Course Format

This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

## Course Expectations

### The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours Tuesday and Thursday from 9:00AM-2:00PM weekly. Virtual office hours are daily, Monday-Friday, by appointment.
- ⇒ Respond to student emails within 24-hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

### The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

## Course Assignments

### **14 Textbook Chapter Readings/Quizzes (100pts Each)**

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.

### **10 Discussion Boards and Peer Reviews (40pts Each)**

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.

**Meeting The Needs of Diverse Learners Community Program and Presentation (200pts)**

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:

- 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

Paper SUBTOTAL: 100 Presentation SUBTOTAL: 100

**Learning Audit Essay (25pts)**

Write an essay that challenges you to demonstrate your ability to synthesize the entire content of the course.

**Course Assignments & Schedule**

*Assignments are due by 11:59PM of the due date. Late work will not be accepted.*

|  |                 |
|--|-----------------|
| <b>Module 1: Understanding Ourselves and Others and Introduction to Pluralism</b> <ul style="list-style-type: none"><li>• Review Syllabus</li><li>• Participate in "Introduction" Discussion</li><li>• Read Chapter 1</li><li>• Participate in "My Values: What I Believe" Discussion/Peer Review</li></ul>                  | <b>Jan 17th</b> |
| <b>Module 2: Understanding Prejudice and Its Causes</b> <ul style="list-style-type: none"><li>• Read Chapters 2 and 13</li><li>• View "Echoes of Brown" Video</li><li>• Participate in Echoes of Brown Discussion/Peer Review</li></ul>  | <b>Jan 24th</b> |
| <b>Module 3: Communication and Leading in Conflict Resolution</b> <ul style="list-style-type: none"><li>• Read Chapter 3</li><li>• Quizzes: Chapters 1, 2, and 13</li><li>• Participate in "Conflict Resolution" Discussion/Peer Review</li></ul>  | <b>Jan 31st</b> |
| <b>Module 4: Understanding English Language Learners and the Assault on Cultural and Language Diversity</b> <ul style="list-style-type: none"><li>• Read Chapter 4</li><li>• View "Learning English: Diverse Students in American Classrooms"</li><li>• Participate in "Believing in Myths" Discussion/Peer Review</li></ul> | <b>Feb 7th</b>  |

|   |                   |
|---|-------------------|
| <p><b>Module 5: Understanding Experiences of People of Color, Racism, and Oppression</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• View “The Only Good Indian”</li> <li>• Participate in “The Only Good Indian” Discussion/Peer Review</li> <li>• Read Dr. Miller-Ray’s “Cultural Literacy Approaches” &amp; View Makerspace Process Example</li> <li>• Quizzes: Chapters 3, 4, and 5</li> </ul> | <b>Feb 21st</b>   |
| <p><b>Module 6: The Struggle for Religious Freedom, Religion, and Oppression</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 6 and 7</li> <li>• View “Would you protest anti-Muslim discrimination?” Video</li> <li>• Participate in Anti-Muslim Discussion/Peer Review</li> </ul>   | <b>March 14th</b> |
| <p><b>Module 7: Meeting the Needs of Students of Poverty</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 8 and 9</li> <li>• Read Jensen, E. (2013). How poverty affects classroom engagement. Educational Leadership, 70(8), 24-30.</li> <li>• Participate in “How Poverty Impacts Classroom Engagement” Discussion/Peer Review</li> <li>• Quizzes: Chapters 6 and 7</li> </ul>                                | <b>March 21st</b> |
| <p><b>Module 8: Sexism and Heterosexism</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 10 and 11</li> <li>• View “Would you defend gay parents?”</li> <li>• Participate in Discussion/Peer Review</li> <li>• Quizzes: Chapters 8 and 9</li> </ul>   | <b>March 28th</b> |
| <p><b>Module 9: Ableism</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• View “Ableism in Academia” Video</li> <li>• Participate in “Ableism” Discussion/Peer Review</li> <li>• Quizzes: Chapters 10 and 11</li> </ul>   | <b>April 4th</b>  |
| <p><b>Module 10: Bullying</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 14</li> <li>• View “Bullied”</li> <li>• Participate in “Bullied” Discussion/Peer Review</li> <li>• Quizzes: Chapters 12 and 14</li> </ul>   | <b>April 11th</b> |
| <p><b>Module 11: Creating Unity in a Diverse Education Program</b></p> <ul style="list-style-type: none"> <li>• Meeting The Needs of Diverse Learners Community Program and Presentation, Presentation in MS TEAMS</li> <li>• Learning Audit Essay</li> </ul>   | <b>April 29th</b> |

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

### **Grading Policy**

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can

discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

**Grading Scale:**

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

**University and Course Policies**

**Classroom Demeanor.** Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics. 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.

**Dropping a Class.** During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by January 26<sup>th</sup>, 2022 (without creating academic record), February 3<sup>rd</sup>, 2022 (for Education Block courses/receive a ‘W’), or March 28<sup>th</sup>, 2022 by 4 p.m.

**Copyright Notice.** My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course Bb page, I will ask for your written permission. ©2022

**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.



**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 /7 days a week for your convenience.

You can reach the support desk:

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

**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](http://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](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123). The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

**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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, 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 [mschwartz@sulross.edu](mailto:mschwartz@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, SUI Ross State University, Alpine. Texas, 79832.

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary

arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartz Grisham at 432 837-8203.

**RGC Disability statement:**

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. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

**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.

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

Koppelman, K.L. (2017). *Understanding Human Differences: Multicultural Education for a Diverse America* (5th Ed.). Boston: Pearson.

Miller-Ray, J. (2019). Investigating the Impact of a Community Makers' Guild Training Program on Elementary and Middle School Educator Perceptions of STEM (Science, Technology, Engineering, and Mathematics). In *STEAM Education* (pp. 79-100). Springer.

Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. *Dimensions*, (September/October), 50–52.

Jensen, E. (2013). How poverty affects classroom engagement. *Educational Leadership*, 70(8), 24-30.