



EDUA 5316 Multicultural Perspectives in Education Spring 2023 Syllabus

Melissa Wesney, EdD
Assistant Professor
Office: MAB 306
Cell: 910-391-7893

Office Hours
Tue/Thurs 11am-4pm
Virtual Office Hours daily by Appointment
Email: melissa.wesney@sulross.edu

Course Description

EDUA5316 Multicultural Perspectives in Education 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.

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 (50pts Each)

The quizzes are multiple choice and matching. Each is worth 50 points and may only be taken once. Once you begin the test, you must complete it in one sitting.

9 Discussion Boards (25pts 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 25 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.

Meeting The Needs of Diverse Learners Community Program (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. Further Instructions found in Bb.

Learning Essay (100pts)

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.

Module	Assignments	Due Date
Module 1: Understanding Ourselves and Others and Introduction to Pluralism Jan. 18th – Jan. 22nd	<ul style="list-style-type: none"> • Review syllabus • Read Ch. 1 • Watch Video • Intro DB • My Values Reflection 	Jan. 20th Jan. 22nd
Module 2: Understanding Prejudice and Its Causes Jan. 23rd – Jan. 29th	<ul style="list-style-type: none"> • Read Ch. 2 & 13 • Watch Video • Echoes of Brown DB 	Jan. 29th
Module 3: Communication and Leading in Conflict Resolution Jan. 30th – Feb. 12th	<ul style="list-style-type: none"> • Read Ch. 3 • Conflict Resolution DB • Ch. 1, 2, & 13 Quizzes 	Feb. 5th Feb. 12th
Module 4: Understanding English Language Learners and the Assault on Cultural and Language Diversity Feb. 13th – Feb. 19th	<ul style="list-style-type: none"> • Read Ch. 4 • Watch Video • Believing in Myths DB 	Feb. 19th
Module 5: Understanding Experiences of People of Color, Racism, and Oppression Feb. 20th – Feb. 26th	<ul style="list-style-type: none"> • Read Ch. 5 • Watch Video • Makerspace • The Only Good Indian DB • Ch. 3, 4, & 5 Quizzes 	Feb. 26th March 3rd
Module 6: The Struggle for Religious Freedom, Religion, and Oppression Feb. 27th – March 12th	<ul style="list-style-type: none"> • Read Ch. 6 & 7 • Watch Video • Defend Anti-Muslim DB 	March 10th
Module 7: Meeting the Needs of Students of Poverty March 20th – April 2nd	<ul style="list-style-type: none"> • Read Ch. 8 & 9 • Watch Video • Poverty DB • Ch. 6 & 7 Quizzes 	March 26th April 2nd
Module 8: Sexism and Heterosexism April 3rd – April 16th	<ul style="list-style-type: none"> • Read Ch. 10 & 11 • Watch Video • Would You Defend DB • Ch. 8 & 9 Quizzes 	April 12th April 16th
Module 9: Ableism April 17th – April 23rd	<ul style="list-style-type: none"> • Read Ch. 12 • Watch Video • Ableism DB • Ch. 10 & 11 Quizzes 	April 21st April 23rd

Module 10: Bullying April 24th – April 30th	<ul style="list-style-type: none"> • Read Ch. 14 • Watch Video • Bullied DB • Ch.12 & 14 Quizzes 	April 28th April 30th
Module 11: Creating Unity in a Diverse Education Program Mat 1st – May 17th	<ul style="list-style-type: none"> • Learning Essay • Educational Plan 	May 5th May 12th

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

ADA 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. Alpine 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 mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

Library Information

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 LoboID 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).

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.

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.

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.