



Spring 2024
Multicultural Perspectives in Education
Course Syllabus

Class: 5316
Class Time: Asynchronous Online
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Course Description:

ED 5316 Diversity in Public 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.

Student Learning Outcomes:

- Gain an understanding of the notion of multicultural education in today's public schools.
- Become familiar with current texts and research on the subject of multicultural education.
- Appreciate the inherent academic enhancement of a multicultural setting.
- Learn strategies for leading a campus of multicultural learners.
- Gain an awareness of the need to understand the issues surrounding multicultural education in a pluralistic environment.
- Improve communication skills through writing and speaking.
- Actively engaged in reading current articles on education.
- 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.

Student Learning Outcomes (some or all addressed in this course)

Southern Association of Colleges and Schools Commission on Colleges requires all academic programs to identify key outcomes students will master during the degree program.

1. SLO 1: Master of Education students will demonstrate writing skills and the ability to use research methodology to design relevant products.
2. SLO 2: Master of Education students will identify diversity practices in education.
3. SLO 3: Master of Education students will demonstrate knowledge and leadership in their chosen area of specialization.

Marketable Skills

The Texas Higher Education Coordinating Board requires all academic programs to identify workplace skills that students will develop through their degree programs.

1. Students will develop writing skills for effective communication.
2. Students will develop research/analysis skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

Communication.

Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

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.

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 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.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. SRSU's policy is 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director,

at 432-837-8203 or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

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.). 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 do not hesitate to talk with me. I want to be a resource for you.

Late Work

Points will be deducted for all late work.

Assignments:

1. 13 Blackboard Posts

Objective:

This assignment aims to foster meaningful engagement and discussion among students. Students will analyze the key concepts presented in the assigned chapter, article or podcast for the week, critically reflect on their implications, and actively participate in a BlackBoard discussion forum. Through this process, students will communicate their understanding of the material and engage in respectful and constructive dialogue with peers.

****Students must write in complete sentences and should check grammar and spelling before submitting.**

Instructions:

- **Individual Response (4-5 paragraphs of complete, grammatically correct sentences)**
 - Read the assigned chapter and identify 3-5 central concepts in the chapter.
 - Craft a thoughtful and articulate response on BlackBoard, summarizing *your interpretation* of the chapter and its relevance to your understanding of teaching in a PK-12 setting.
 - End your response with at least one open-ended question to stimulate further discussion among your peers.
- **Peer Response (1 paragraph):**
 - After posting your response, skim your classmates' posts on BlackBoard.
 - Select one post that resonates with you or presents a unique perspective.
 - Respond to your peer's post with a well-reasoned and respectful comment. Acknowledge their insights, share your perspectives, and perhaps offer additional resources or considerations to enhance the discussion.

- Avoid judgment or critique of your peer's opinion, focusing instead on contributing meaningfully to the content of their post.

2. TedTalk

Create a 15-20-minute TedTalk focusing on key themes and concepts from Theoharis and Scanlan's text.

Below is a step-by-step guide to help structure your TedTalk:

1. Introduction (3-5 minutes):

- Start with a captivating hook or personal story related to the themes presented in your chosen Chapter.
- Introduce the audience to the main topic and the key themes you will be discussing.

2. Brief Overview of Theoharis and Scanlan's Text (7-9 minutes):

- Provide a concise summary of the key concepts and themes from your selected Chapter.
- Highlight why these themes are relevant and essential in teaching and/or leading in education.

3. Engaging the Audience:

- Incorporate interactive elements to keep the audience engaged (e.g., pose questions, share anecdotes, use visuals).
- Do more than just show yourself talking for 15-20 minutes.

4. Practice-Based Interventions (3-5 minutes):

- Choose a specific practice-based intervention that can be implemented in PK-12 classrooms to address the key concepts in your selected Chapter.
- Provide concrete examples and strategies for how teachers/leaders might apply these interventions in school.
- Emphasize the potential positive impact your chosen intervention could have on students, educators, and the overall learning environment.

5. Challenges and Solutions (1-2 minutes):

- Acknowledge potential challenges in implementing these interventions.
- Offer practical solutions and strategies to overcome these challenges.

6. Conclusion (1 minute):

- Summarize the key points discussed in your presentation.
- End with a powerful closing statement that leaves a lasting impression.

****Remember to rehearse your TedTalk multiple times to ensure smooth delivery and effective time management. Use visuals, anecdotes, and a conversational tone to make your presentation engaging and relatable to the audience.**

3. Overall Participation

- Quality of individual BlackBoard responses and TedTalk, including clarity, depth of analysis, and relevance to assigned text.
- Constructiveness and engagement in interacting with peers and faculty online.
- Adherence to respectful and inclusive communication guidelines.
- Demonstrated understanding of key concepts from the assigned text.

Grade Breakdown:

1. BlackBoard Posts = 60 total points

BlackBoard Posts due by midnight Sunday of the Week Listed)

2. TedTalk Video = 30 total points

TedTalk Videos are due by midnight, May 5th

3. Overall Participation = 10 total points

Grading Scale:

90-100=A

80-89 =B

70-79 =C

60-69 =D

Below 60=F

CLASS SCHEDULE

Week	Topic	Reading or Activity Due	BlackBoard Posts (Due by midnight Sunday of the Week Listed)
1.22	Intersectionality in Educational Leadership	Chapter 1 from Theoharis and Scanlan	Blackboard Post #1
1.29	Leadership and Disability	Chapter 2 from Theoharis and Scanlan	Blackboard Post #2
2.5	Podcast of Your Choice	<i>Must address issues related to PK-12 and Intersectionality or Disability</i>	Blackboard Post #3
2.12	Leadership and Poverty	Chapter 3 from Theoharis and Scanlan	Blackboard Post #4
2.19	Leadership and Race	Chapter 4 from Theoharis and Scanlan	Blackboard Post #5
2.26	Carpenter Article	ARTICLE FOUND HERE	Blackboard Post #6
3.4	Leadership and Multilingual Learners	Chapter 5 from Theoharis and Scanlan	Blackboard Post #7
3.11	Leadership and LGBTQ Students	Chapter 6 from Theoharis and Scanlan	Blackboard Post #8
3.15: Last day for students enrolled in Education block courses to drop a course and receive a 'W'			
3.18	Podcast of Your Choice	<i>Must address issues related to PK-12 and Poverty, Race, Multilingual Learners, or LGBTQ Students</i>	Blackboard Post #9
3.25	Leadership and Gender	Chapter 7 from Theoharis and Scanlan	Blackboard Post #10
4.1	Leadership and Religion	Chapter 8 from Theoharis and Scanlan	Blackboard Post #11
4.11 – 4.15: Spring Break			
4.15	Leadership and Family/Community Involvement	Chapter 9 from Theoharis and Scanlan	Blackboard Post #12
4.22	Leadership and Equity Audits	Chapter 10 from Theoharis and Scanlan	Blackboard Post #13
4.29	Final Project Due	TedTalk Upload Due by May 5 th at Midnight	Final Project