

SHAW UNIVERSITY
Department of Education

ECI 634/01

Multicultural Education: Planning and Implementing Instruction for Diverse Learners

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The Conceptual Framework Theme

The theme/purpose of the conceptual framework undergirding the Department of Education's programs is: To produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

Birth through Kindergarten Education (B-K)
Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;

2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and
7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

Required Texts

Gollnick, D.M. & Chinn, P.C. (2005). *Multicultural Education in a Pluralistic Society*. (7th. Ed.). NY: Pearson

Derman-Sparks, L. (1991). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, D.C.: National Association for the Education of Young Children.

Blackboard

Supplementary Text

Tiedt, P. L. & Tiedt, I. M. (2002). *Multicultural Teaching*, (6th. Ed.). Boston: Allyn & Bacon.

General Course Description

The course addresses the origins, concepts, trends, and principles of multicultural education, equity, and the conceptual framework on cultural diversity in relation to education. It also enhances teachers' ability to use a critical conscious approach to dialogue as an effective method applicable to diversity across the curriculum. Inclusive early childhood curricula and instructional strategies for working with children with typical and atypical developmental needs are emphasized. Meta-analysis of research data will be pursued. The course is WEB enhanced.

General Course Objectives

1. Understand and define the nature of culture including social customs and values, rituals and ceremonies, roles and status, family socialization, the arts, and communication systems.
2. Compare and contrast the educational issues confronting diverse cultural groups represented in North Carolina public schools, with a particular focus on immigrants from Mexico, Central and South America, immigrants from Southeast Asia, and African-Americans.
3. Describe the historical patterns of cultural diversity in the US and in North Carolina explaining the contributions and exploitation of cultural minorities.
4. Explain the effects of race, ethnicity, religion, gender, and sexual preference on children's experiences in school.
5. Demonstrate an understanding of the following aspects of cultural contacts: assimilation, accommodation, acculturation, deculturalization, pluralism, and biculturalism.
6. Explain dynamics of prejudice including: racism, ethno-centralism, stereotyping and institutional racism.
7. Reflect on personal identity, culture, privilege, and bias and describe how they pertain to teaching in diverse classrooms.
8. State the principles of a culturally responsive pedagogy, including teacher-student interaction, classroom organization, curriculum adaptation, parental involvement, and strategies for managing cross-cultural contact.
9. Develop a proficiency in conducting interviews, reviewing relevant research, synthesizing information, and working in a collaborative group context.

Student Learning Outcomes: *(This section list what students are expected to know, demonstrate and value upon completion of the course)*

Student Learning Outcomes At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to Program Learning Outcomes <i>(Insert the PLO number(s) that corresponds to the stated SLO)</i> <i>Note: The PLOs are not listed on the syllabus.</i>
1. Articulate, orally and in writing, a comprehensive understanding the meaning of cultural diversity in the USA and the world at large.	Discussion, quizzes, exams.	
2. Demonstrate an understanding and appreciation of the significance of cultural diversity for the development of society in general and the USA in particular.	Classroom observations of interactions, reflections, quizzes; creation and resolution of appropriate multicultural scenarios..	
3. Identify and acquire appropriate multicultural resources (literature, journals, technology, music, art, curriculum guides, etc.) for use in early childhood environments.	Analysis/evaluation and critique of multicultural resources from classrooms and/or libraries.	
4. Choose appropriate teaching materials and methods of instruction that every child, irrespective of their differences, has an equal opportunity to succeed and empower them to stand up against injustice perpetrated against them or members of their community.	Demonstration lessons, reflections, class interaction.	

Specific NC DPI Standards and Indicators

STANDARDS FOR THE MASTER'S DEGREE LICENSE

Teachers granted the master's degree license are expected to have demonstrated the following knowledge skills, and dispositions which are derived from research findings, reports of best practice, and the National Board for Professional Teaching Standards.

B. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicators:

1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

E. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicator:

4. The candidate participates in collaborative leadership to address educational problems.

CORE STANDARDS

Core Standard 3: Teachers are successful in teaching a diverse population of students.

Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.

Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality. They understand how an individual's belief system affects behavior.

DIVERSITY STANDARDS

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Indicator 1: Teachers select, evaluate and incorporate unbiased instructional materials

Indicator 3: Teachers create a safe, inclusive and caring environment in which all students can learn.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

Indicator 2: Teachers provide opportunities for students and their families to share their diversities.

Indicator 3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Indicator 4: Teachers provide P-12 students with the skills necessary for evaluating their beliefs, attitudes, and behaviors to enable them to understand how their attitudes affect their behaviors.

Technology Standards

Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Indicator 2: Teachers apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Indicator 3: Teachers identify and use technology resources that affirm diversity.

Assignments

This course engages students in thinking about multicultural education through keeping a Reflective Teaching Portfolio. All assignments should be included in an

electronic portfolio as well as in a notebook binder. The course also helps students apply the theoretical base through cooperative learning group activities. A copy of your Permission Slip (included in this syllabus) should be included in your portfolio.

1. Cross-cultural Global Communication/Understanding

From a list of greetings from around the world students will choose any 3 for demonstration in class with a partner; design a thematic/multidisciplinary lesson derived from each greeting for an age level of their choice within an early childhood education setting. Each lesson should address at least three subject areas (e.g., science, math, social studies, language arts, etc.).

(Standards: Master's: B. 5; Core: 3.1, 3.3; Diversity: 1.1, 1.3, 4.3)

2. Diversity in the News (Journal Article Review)

Work with a partner on this activity. Find a newspaper or journal article that pertains to diversity/multicultural education. Summarize the main ideas for the class and give your own personal reactions to the article. Cite Nieto and other authors in responding to the issues raised by the article. Lead a class discussion based on the article.

(Standards: Master's: B. 1; E. 4; Core: 3.3; Diversity: 4.1)

3. Multicultural Textbook Analysis (Class Presentation)

Examine books, videotapes and video games for young children.. Discuss with the class the content of the books, evidence of bias, and suggest how teachers might select books that create a more culturally responsive curriculum.

(Standards: Master's: B. 4; Diversity: 1.1, 1.3, 4.1, 4.2, 4.3, 4.4; Tech: 6.2, 6.3)

4. Contemporary Issues

A critical reflection on President George Bush's address on immigration of May 15, 2006. Discuss how this address relates to the focus of this course, such as the implications of the president's views/recommendations in our multicultural/pluralistic society.

(Standards: Master's: E. 4; Core: 3.1, Diversity: 4.1, 4.3)

5. Multicultural Scenarios and Technology

Each student will write and discuss in class 2 multicultural scenarios based on some aspects of the course (e.g. racism, gender bias, homophobia, etc.). Use some form of technology in your presentation. See the Appendix

(Standards: Master's: B. 1; E. 4; Core: 3.1; Diversity: 4.3; Tech: 6.2)

Quizzes (2)

There will be four quizzes on assigned readings and lectures. Quiz will be made up of multiple-choice and short essay items. (*Quiz dates will be announced in class (well in advance)*)

(Standards: Master's: B. 1, 4, 5; Diversity: 1.1, 1.3,)

6. Assigned readings

Assigned readings will be taken from the text and handouts.

Note:

- The evaluation criteria may be adjusted to accommodate unanticipated events, such as cancellation of class because of inclement weather/University function, etc.
- Equal opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements of this course.

(Standards: Master's: B. 4; Diversity: 1.1, 1.3, 4.1; Tech: 6.2, 6.3)

7. Library Component The librarian (Ms. Mair) from the Curriculum Materials Center will make a presentation to the class to help students with writing skills. The presentation will include:

- How to write, using the APA style (*Publication Manual of the American Psychological Association, 6th Ed.*)
- How to search databases to locate sources
- How to locate sources in the Curriculum Materials Center
- Printout of Web sites that provide tips on writing research papers
- Tips on how to use Microsoft Word
- Relevant Film Clips, Movies. Various film clips related to multicultural education will be analyzed.

(Standards: Master's: B. 1, 4; Diversity: 1.1, 1.3)

Professional Disposition.

“The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.” (Shaw University Department of Education Conceptual Framework, 2003, page 27)

Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others and coming to class prepared for discussion. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook. *Absences will lower your grade.* Rubrics used to assess assignments will include professional disposition skills.

Tentative Topical Course Outline

Topic	Class Activity/ Assignment Due
<p>I.</p> <ul style="list-style-type: none"> * Introduction and Housekeeping Tasks • Explication of Concepts (See handout of list of concepts) 	<ul style="list-style-type: none"> * Go over syllabus * Greetings from around the World. Creation of a multidisciplinary/ thematic lessons <p>Assignment: <i>Read Sparks Chapters I & II; develop a thematic lesson from a greeting. (4 subject areas to be addressed)</i></p> <p style="text-align: right;"><i>Gollnick & Chinn Chapters 1&2</i></p>
<p>II.</p>	<ul style="list-style-type: none"> *Demonstration of the thematic lesson
<p>III. Anti-Bias Curriculum- Creating an Anti-bias Environment</p>	<ul style="list-style-type: none"> *Discussion of Sparks Chapters I & II; Gollnick & Chinn Ch. 9; handout *Video on Multiculturalism *Reflections on some early childhood classroom situations/experiences *Review Exercises <p>Assignment: Locate 4 children’s story books and analyze for bias</p>

<p>IV. Beginning to Deal with Cultural differences</p>	<p>Quiz #.1 *Discussion of Sparks Chapters 3&4; Gollnick & Chinn Ch. 3; handouts *View video and critique Assignment: Read article “What I Learned as a White Girl in a Black School.” Write a one-page reaction. Prepare scenarios</p>
<p>V. Multicultural Scenario</p>	<p>Presentation of scenarios. Assignment: Read Sparks Chapters 5 & 6; Gollnick & Chinn Ch.apters 4 & 5 ; handouts</p>
<p>VI. Learning About Disabilities Learning About Gender Identity</p>	<p>*Discussion of Sparks 5 & 6; Gollnick & Chinn Chapters 4 &5; *Role-playing activities to address disability and gender bias issues in the classroom/class reflections Assignment: Read Sparks Chapters 7 & 8; Gollnick Chapters 6 & 7; Handouts</p>
<p>VII. Learning About Cultural Differences and Similarities Learning to Resist Stereotyping and Discriminatory Practices</p>	<p>Discussion of Sparks 7 & 8; Gollnick, 6 & 7; Handouts. *Developmental tasks and activities *Video presentation and critic.</p>
<p>VIII. Multicultural Scenario</p>	<p>*Presentation of scenarios. *Video Presentation Assignment: Review journal articles & media items</p>

<p>IX. Multiculturalism in the News</p>	<p>Discussions & critic of journal and news media items Assignment: Review story books; Gollnick & Chinn Ch. 8</p>
<p>X. Story Book Analysis</p>	<p>Analysis of children’s story books Assignment: Read Sparks Chapter 9 & 10; Handouts.</p>
<p>XI. Activities with Young Children Holiday Activities in an Anti-Bias Curriculum</p>	<p>Discussion of Sparks 9 & 10; handouts *Video presentation Assignment: Read Sparks Chapters 11& 12</p>
<p>XII. Celebrating Multiculturalism Year-round Working with Parents</p>	<p>Discussion of Sparks 11 & 12/ Starting Small... Assignment: Read handouts – Health Disparity in the US; Effective White Teachers of Black Children.</p>
<p>XIII. Issues in Multicultural/Global Education</p> <ul style="list-style-type: none"> • Assessment • Bilingual Education • No Child Left Behind Legislation • Racial and Ethnic Disparities in Health Care • Status of the World’s Children 	<p>Discussion of assigned articles and other readings Assignment: Prepare your workshop</p>
<p>Multicultural Fair</p>	<p>* Celebrating Multiculturalism * Wrap up</p>
<p>XIII. Final Exam</p>	

Note: The above outline may be adjusted as circumstance(s) may dictate.

Evaluation

Teaching Methods. A variety of methods will be adopted, including lectures, discussions, role-playing, and demonstration/micro-teaching.

Grading. Grading will be on a 100 point scale: 100-90 = A (Target); 89-80 = B (Acceptable); 79-70 = C (Acceptable); 69-60 = D (Unacceptable); Below 60 = F (Unacceptable).

Common rubrics to assess performance on assignments will be used. Performance at target, acceptable, and unacceptable levels will be assessed for the reflective paper, journal article review, class presentation, research project, lesson plan and micro-teaching, and checklist of indicators. These rubrics are part of this syllabus and will be issued under separate cover.

Bibliography

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- Banks, James A., and Banks, Cherry A. McGee. (1989). *Multicultural Education: Issues and perspectives*. Boston: Allyn and Bacon.
- Boyer, James B. *Multicultural Education: Product or Process?* Kansas City: Kansas Urban Education Center.
- Chu-Chang, M., ed. (1983). *Asian and Pacific American Perspectives in Bilingual Education*. New York: Teachers College Press.
- Dames, Suzanne. (1988). "Massasoit, Moccasins, and Massacres: Teaching Anti-Biased Native American Curriculum.." Unpublished document.
- Derman-Sparks, Louise, and ABC Task Force. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, D.C.: National Association for the Education of Young Children.
- Kendall, Frances E. (1983). *Diversity in the Classroom A Multicultural Approach to the Education of Young Children*. New York: Teachers College Press.
- Ramsey, P. G.; Vold, E. B.; and Williams, L. R.(1989). *Multicultural Education: A Source Book*. New York: Garland.
- Ramsey, Patricia G. (1983). *Teaching and Learning in a Diverse World. Multicultural Education for Young Children*. New York: Teachers College Press.
- Schmidt, Velma E., and McNeil, Earldene. (1978). *Cultural Awareness: A Resource Bibliography*. Washington, D.C.: National Association for the Education of Young Children.
- Tiedt, Pamela, and Tiedt, Iris. (1986). *Multicultural Teaching: A Handbook of Activities, Information, and Resources*. Boston: Allyn and Bacon.
- Chavkin, Nancy F., & Gonzalez, Dora L. (1995). *Forging partnerships between Mexican American parents and schools*.

Coll, Cynthia T., Meyer, Elaine C., & Brillon, Lisa. (1995). Ethnic and minority parenting. In M. Bornstein (Ed.). *Handbook of Parenting. Vol 2: Biology and Ecology of Parenting*, 189-209.

Cummins, Jim. (1986). Empowering minority students: A framework for intervention. *Harvard Education Review*, 56(1), 18-36.

David, Ramirez J., & Douglas, Denise. (1989). *Language minority parents and the school: Can home-school partnerships increase student success?* Sacramento, CA: California State Dept. of Education, Sacramento. Bilingual Education Office.

Feng, Jianhua. (1994). *Asian-American children: What teachers should know.* Illinois: ERIC Clearinghouse on Elementary and Early Childhood Education.

Harachi, Tracy W., Catalano, Richard, F. (1997). Effective recruitment for parenting programs within ethnic minority communities. *Child and Adolescent Social Work Journal*, 14, 22-39.

Huang, Gary. (1994). *Beyond culture: Communicating with Asian American children and families.* New York: ERIC Clearinghouse on Urban Education.

Inger, Morton. (1992). *Increasing the school involvement of Hispanic parents.* New York: ERIC Clearinghouse on Urban Education.

Laurie, Maria. (1994). *An alternative approach to increase parent involvement among culturally diverse families.* Florida: Nova University.

Norwood, P.M., Atkinson S.E., & Saldana, D.C. (1997). Contextualizing parent education programs in urban school: The impact on minority parents and students. *Urban Education*, 32(3), 411-432.

Powell, D.R., Zambrana, R., & Silva-Palacios, V. (1990). Design culturally responsive parent programs: A comparison of low-income Mexican and Mexican-American mothers' preferences. *Family Relations*, 39, 298-304.

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Rashid, Hakim M. (1985). Black family research and parent education programs: The need for convergence. *Contemporary Education*, 56(3), 180-185.

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Davidson, Florence H. and Miriam M. Davidson. (1994). *Changing Childhood Prejudice: The Caring Work of the Schools.* Westport, CT: Bergin & Garvey.

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Diversity in the Classroom: A Casebook for Teachers and Teacher Educators. Edited by Judith H. Shulman and Amelia Mesa-Bains. (1993). Hillsdale, NJ: Research for Better Schools and Lawrence Earlbaum Associates.

Mitchell, Bruce M. and Robert E. (2000). Salsbury. Multicultural Education in the U.S.: A Guide to Policies and Programs in the 50 States. Westport, CT: Greenwood Press.

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Sleeter, Christine, E. and Carl A. Grant. (1999). Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender. 3rd ed. Upper Saddle River, NJ: Merrill.

Teacher Thinking in Cultural Contexts. Edited by Francisco A. Rios. (1996). Albany: State University of New York Press.

Teaching for Diversity. Edited by Laura L.B. Border and Nancy Van Note Chism. (1992). San Francisco: Jossey-Bass.

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MCAfee, O. & Leong, D. (2002). Assessing and Guiding Young Children's Development and Learning. Boston: Allyn & Bacon.

Cohen, L. G. & Spenciner, L. J. (1994). Assessment of young children. New York: Longman

Educating Young Children in a Diverse Society. Edited by Edith W. King, Marilyn Chipman, & Marta Cruz-Janzen. (1994). Boston: Allyn and Bacon.

Curriculum Planning for Young Children. Edited by Janet F. Brown. (1982). Washington, D.C. : National Association for the Education of Young Children.

Hendrick, J. (). Total Learning: Developmental Curriculum for the Young Child. (5th ed.). N.Y.: Prentice Hall.

Beyond Heroes and Holidays: A practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development. Edited by Enid Lee, Deborah Menkart, & Margo Okazawa-Rey. (1998). Washington, D.C. : Network of Educators on the Americas.

Starting Small; teaching Tolerance in Preschool and the Early Grades. Edited by Maria Fleming, Gabrielle Lyon and others. (1997). Montgomery, Alabama: Southern Poverty Law Center.

Periodicals

Equity and Excellence in Education Westport, CT : Greenwood Pub. Group, 1993.

Journal of Multicultural Counseling and Development. Alexandria, VA:
Association for Multicultural Counseling and Development, 1985.

Additional Resources

Books for Children Bulletin
Council on Interracial Books for Children, Inc.
1841 Broadway
New York, NY 10023

Multiethnic Books for Young Children
National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

Third World Press
7524 South Cottage Grove
Chicago, IL 60619
Multicultural Education in Early Childhood Classrooms CL02507

Multiethnic Books for Young Children
National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009

Third World Press
7524 South Cottage Grove
Chicago, IL 60619

Internet

Multicultural Pavilion. <http://www.edchange.org/multicultural/>

Standards: An International Journal of Multicultural Studies.

<http://www.colorado.edu/journals/standards/>

STANDARDS is the first international journal for multicultural studies on the web and is committed to providing an open forum for a broad spectrum of multicultural issues, in the U.S. and around the world.

Urban Education Web. <http://eric-web.tc.columbia.edu/>

ERIC Clearinghouse on Urban Education.

Students will be required to familiarize themselves with the University's library resources, including those of the Department's Curriculum and Materials Center (CMC). The Director of the CMC will provide a lecture/demonstration to the class on

how to, among other things, access these resources using several data bases, such as NCLIVE.

Classroom Rules/Expectations

Course Readings. Handouts will be given to students to read in addition to the course texts. It is expected that students will read the materials; tests will be based on the content of the text materials as well as the handouts. Some articles will be sent to you by e-mail.

Attendance. Attendance and class participation are required and essential to this course. No make-up work is accepted unless the student presents a University excuse within a week of the missed assignment. Absences lower the final grade. Points will be deducted for late arrivals and/or early departures. However, we will follow the University attendance policy.

Tardiness. You are expected to be on time for class. Points may be deducted for late arrivals and/or early departures.

Written Assignments and Projects. All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agreed to the late submission.

Office Hours. Please note office hours. Additionally, you are encouraged to email questions or comments at any time.

Academic Integrity/Cheating and Plagiarism. Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. Cheating and/or plagiarism will not be tolerated in this course. The acts of cheating and/or plagiarism may lead to the student receiving an "F" on the assignment, and possibly an "F" in the course and the filing of a Cheating/Plagiarism Report with the Dean to be placed in the student's file.

Classroom Decorum: To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the

Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records. Additional student behavior codes may be found in Student Affairs.

IMPORTANT DATES TO REMEMBER

- Last day to drop courses without a grade:
- Last day to withdraw:

Special Accommodations

Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor at the beginning of the semester if reasonable accommodation is needed to meet the requirements of this course.

Appendix

Census Data Form
Lesson Plan Format
Permission Form
Rubrics

Start the meeting on time. (4). the agenda as closely as possible. Don't let a discussion (5) too long; there needs to be enough time for all the topics on the agenda. 5 Match the phrasal verbs to their meanings. Use your dictionary if necessary. make arrangements for record write down in a list take too much time distribute to several people do something about complete stay with. (6). all the decisions made. Well, I've been working as an office assistant for almost two years. I think it's time I moved on. I want to learn something new. Contact Dean's Office for information. Wayne Ambler. School of journalism and mass communication. Summer Session offers you the opportunity to focus on new class offerings, on-line classes, and classes that allow you to explore new fields and meet your needs. Check out these classes and use them to focus, accelerate, and achieve! ONLINE CLASSES. Summer 2009 features three on-line classes offered by outstanding CU-Boulder faculty. Register through Summer Session. Questions?