



Course Syllabus

<b>COURSE NUMBER</b> <b>SOCS 5000.01</b>	<b>COURSE TITLE:</b> <b>Multiculturalism</b>	<b>TERM:</b> <b>Fall 2005</b>
<b>SITE:</b> <b>Webster Groves</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Andrew Loiterstein</b> (h) 993-4357 (w) 467-7600 Loiterstein@mehlville.k12.mo.us	<b>CREDIT HOURS:</b> <b>3</b>

**COURSE DESCRIPTION:** The purpose of this course is to help participants gain a better understanding of the issue of multiculturalism in society and its impact on curriculum, instruction, and relationships in the educational community.

**1. LEARNING OUTCOMES**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Each participant will be able to:  1. Describe and analyze various aspects of the issue of multiculturalism.	Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens.	Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. Recognize and understand the state of multiculturalism in today's classrooms and the implications of that diversity.	Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world.	Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. Develop strategies to better	The learner will pproach	Education candidates will

provide instruction to all students in a multicultural setting.	learning and teaching with respect for and understanding of diversity.	demonstrate respect for diversity through responsive teaching and learning that values individual differences.
4. Create lessons that responsibly and effectively teach students about multiculturalism in our society.		
5. Demonstrate knowledge of the importance of diversity in schools.		
6. Locate resources that will provide information about different cultures.		
7. Think critically about teaching strategies that will foster community in their classrooms.		
8. Recognize their own biases and work to eliminate them.		

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

WEEK 1	Introduction to culture and multiculturalism Experiences with multiculturalism and current trends Expectations of the course
WEEK 2	Who are the students in our classrooms? How do different students learn? Different experiences for different groups
WEEK 3	<i>Article Response Due</i> What has been taught in the past? Teaching about multiculturalism Fears and pitfalls
WEEK 4	<i>Project proposal Due</i> Re-thinking your curriculum to fit your students Responsibilities of the teacher in a multicultural classroom
WEEK 5	<i>Article response due</i> Role of the teacher in the classroom Models and approaches to multicultural instruction

WEEK 6	<i>Two copies of an outline of the final project due</i> Individual examination of progress on final project
WEEK 7	<i>Article response due</i> Implications of multiculturalism in larger society Preparing students for post-school experiences
WEEK 8	<i>Five lesson unit due</i> Presentation of final units

## 2. RESOURCES:

Required Text(s):

The instructor will provide selected readings. (No text)

## 3. EVALUATION:

- (1). Participants will respond to three articles about multiculturalism from current literature (within two years) with the following information:
  - ◆ How has the issue in the article impacted your classroom in the past, and
  - ◆ How can that issue be a positive force in your classroom in the future?
- (2). Participants will create (or modify an existing) five lesson unit that either teaches students your regular curriculum in a way that is appropriate for a multicultural classroom, or teaches students about the multicultural society in which they live.
- (3). Participants will present their five-lesson unit to the class discussing both the lessons included in the unit as well as the modifications that were made.
- (4). Participants will reflect on aspects of Multiculturalism as well as their own work in the class and include these ideas in their final project.
- (5). Participants will be active members of the class and share in class discussions and activities. Regular attendance is essential.

Assessments	Links to Course Outcomes	Percentage of Grade
Article Responses	1, 2, 5, 6, 7, 8	30%
Project Proposal & Outline	3, 4, 7	15%
Reflections	1, 2, 5, 7	10%
Final Project	3, 4, 6, 7	45%

## 6. GRADING SCALE:

Article Responses (3)	10 Points each
Project Proposal	5 Points

Outline	10 Points
Reflections (2)	5 Points each
Final Project	45 Points
<b>TOTAL POINTS</b>	<b>100</b>

Note: All papers/projects may be returned via a self-addressed, stamped envelope. Papers are not available for pick-up in the SOE office.

#### **4. ACADEMIC HONESTY POLICY:**

Students at Webster University are expected to practice academic honesty.

##### Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

#### **5. ACCESSIBILITY/ACCOMODATIONS POLICY:**

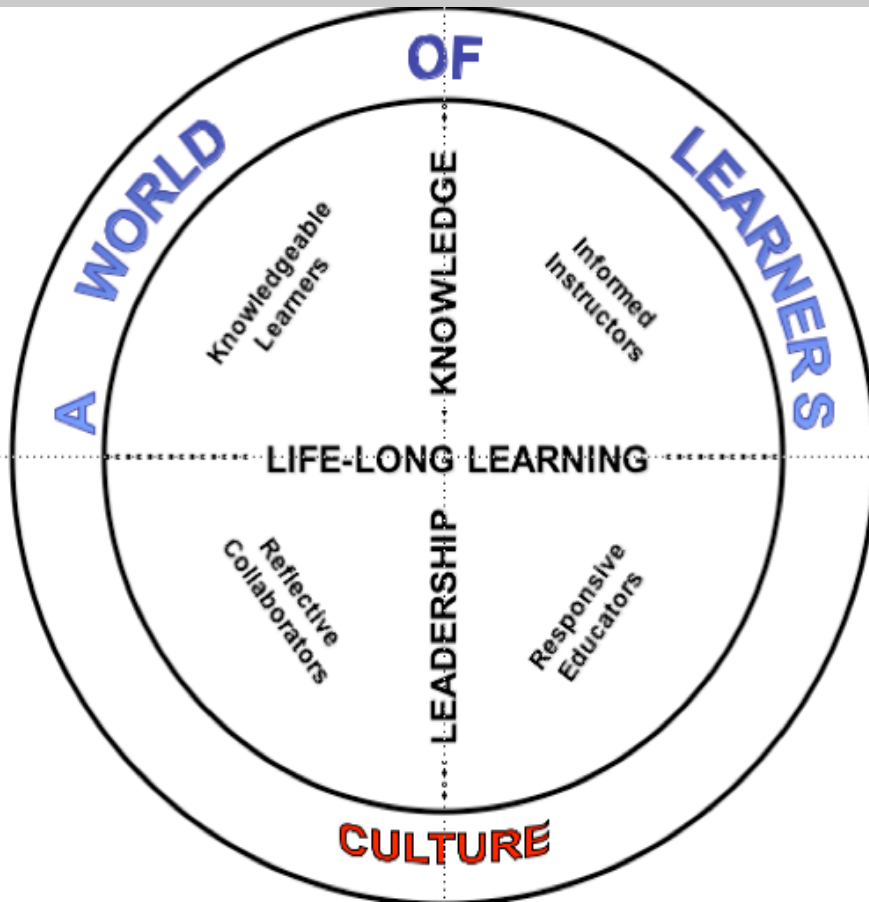
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

**Vision:** " . . . We all must work to make this world worthy of its children." (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## **Goals**

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence