

**BERGEN COMMUNITY COLLEGE**  
**DIVISION OF BUSINESS, SOCIAL SCIENCES AND PUBLIC SERVICE**  
EDUCATION DEPARTMENT  
EDU-110 FOUNDATIONS OF MULTICULTURAL EDUCATION

FALL 2011  
EDU-110  
TWICE A WEEK/ PARAMUS

DR. BENICIA D'SA  
E-122  
PH. 2016897605  
[BDSA@BERGEN.EDU](mailto:BDSA@BERGEN.EDU)

**Course Description:**

EDU 110: Foundations of Multicultural Education. Develops knowledge, skills and attitudes required for teaching students from diverse cultural and linguistic backgrounds. This course further defines concepts presented in social science courses, such as world geography, sociology, anthropology, economics and political science from the perspective of diverse societies.

3HRS LECTURE 3 CREDITS

**STUDENT LEARNING OBJECTIVES**

As a result of meeting the requirements in this course, students will be able to:

- identify and describe general categories of diversity;
- demonstrate awareness of, and sensitivity to, the social issues associated with cultural diversity;
- identify and understands the educational implications of cultural and linguistic diversity;
- explain the relationship between cultural influences and the emergence of value systems;
- explain and describe the purposes and goals of multicultural education;
- demonstrate the understanding and knowledge needed to promote cross-cultural understanding and educational equity in the classroom;
- demonstrate the knowledge and skills to modify curriculum and adapt instructional strategies to meet the diverse needs of their students;
- demonstrate knowledge about anti-bias education, prejudice reduction strategies, and conflict resolution;
- demonstrate the appropriate attitudes necessary to become successful teachers in our diverse society.

Assessment criteria-

1. **Participation in class, all learning activities, completion of all reading assignments, and overall professionalism.** Lack of preparation and/or willingness to participate in

class discussions will have an impact on the possible grade received by the student, and may result in failing the course. An essential part of this course is the willingness to learn and to share thoughts and insights as a professional teaching practitioner. Students are also expected to demonstrate a professional attitude through punctuality, collaboration with other students, and the timely completion of assignments.

2. **Response Journal** Each student will write a weekly journal that responds to both the course readings and the class activities. This journal will not be merely a summary of the reading and course content. It will reflect the students' ideas, thoughts and feelings about their experiences in the course. The ability to reflect in depth on experiences has been found to be an important.
3. **Presentation of a cultural group study** Students will work in cooperative groups to investigate and research a relevant religious or ethnic cultural group and present their findings to the class. These presentations should reflect the students' knowledge of effective teaching strategies and demonstrate the ability to put this into practice. A written summary of their contribution to the presentation will be handed in by each student.
4. **Beliefs/Philosophy Paper** Each student will prepare a statement of their educational philosophy/beliefs as influenced by the goals and purposes of multicultural education. The paper will address the following strands as they relate to education in a diverse society:
  - **The Learner**
  - **Curriculum**
  - **Effective Teaching**
  - **Assessment**
  - **Classroom Management**
  - **Parent and Family Involvement**
  - **Personal and Professional development**

**MID-SEMESTER AND FINAL EXAMS WILL BE ADMINISTERED.**

#### COURSE CONTENT

The purpose of this course is to provide a foundation of knowledge about diversity issues and the resulting implications for classroom instruction designed *to free the power of the individual*. In the spirit of aspiring to become *a community of learners who value the power of knowledge to inform, inspire, and transform lives*, this course further defines concepts presented in social science courses, such as world geography, sociology, anthropology, economics and political science from the perspective of diverse societies. It expands the candidates' understanding of (a) teaching as a profession and (b) meeting the needs of diverse populations.

SPECIAL FEATURES OF THE COURSE: Internet, PowerPoint.

COURSE TEXT: Gollnick, D.M., & Chinn, P.C. (2009). Multicultural education in a pluralistic society. (8<sup>th</sup> ed.). N.J.: Merrill/ Prentice Hall.

## RESEARCH, WRITING, AND/OR EXAMINATION REQUIREMENTS

**Beliefs/Philosophy Paper** The purpose of this assignment is to help you synthesize and apply all you have read, discussed, and explored during this course. Each student will prepare a statement of their educational philosophy/beliefs as influenced by the goals and purposes of multicultural education in a diverse society/nation/world. The paper will address the following strands as they relate to education in such a society:

- **The Learner:** *What are the characteristics and needs of the learner from the different cultural groups (class, ethnic/racial, gender, religion, language, exceptionalities, age etc.) that were discussed in the course?*
- **Curriculum:** *How can educators ensure that the curriculum addresses the needs of the learner?*
- **Effective Teaching:** *What is the role of the teacher in a diverse society? What qualities should the teacher possess? What is effective teaching in a diverse society?*
- **Assessment:** *What constitutes appropriate assessment in a diverse society? What are the purposes of assessment?*
- **Classroom Management:** *What do you believe about classroom management, behavior management and guidance, discipline, safe schools in a diverse society?*
- **Parent and Family Involvement:** *What are the benefits of involving the family and the community? Why and how can this be accomplished?*
- **Personal and Professional development:** *As an educator/teacher in a diverse society, how do you plan to grow professionally and personally?*

**This paper must be typed, double spaced, using 12 pt font**

### **Response Journal**

“Responding” to the text book, readings, and class activities and discussions is not the same as writing a

summary. It may involve summarizing what the author/s have written, but it goes beyond that, to giving a personal response or reaction to the content of the text. You are being asked to give **your** personal thoughts and opinions about the information and ideas presented by the authors.

The text for this course is written by Gollnick and Chinn. As you read each chapter make notes about what you think are the main themes and ideas. Particularly make note of points about which you feel strongly, either positively or negatively. Do the same after each class session. Try to write your responses as soon as possible after the discussion, activity or after you have read the chapter/article, even if you have to go back and modify your reactions after the topic has been discussed in class. If you wait too long, you will forget the ideas and opinions you have as you read and participate.

During class we will also discuss issues and watch videos addressing those issues. These should be included in your reflections.

Some GUIDING QUESTIONS/ CUES to ask yourself writing your journal:

1. What are the main points made in the chapter, article, class discussion, activity?
2. Does the information given match with my own experiences?
3. What information is new to me?
4. What ideas are new to me?
5. With which ideas do I agree?
6. With which ideas do I disagree?
7. What is my personal opinion about this topic? (Remember to support this with facts, details, anecdotes etc.)

Keep your journal entries in a soft binder. Sometimes you will be asked to exchange journals with members of your group so that they can respond to your reflections. Remember, reflecting on ideas, thoughts, and topics is part of the learning process. Enjoy expressing your opinions and reactions to what you are learning. Some entries will be longer than others. How much you write depends on your personal response to the different topics. You will naturally feel more strongly about some topics than others; however, if you find that you are unable to write much in response to any of the topics, then you may need to think more deeply or pay more attention!

### **CLASS PRESENTATIONS**

**Students will work in small groups of no more than four people to investigate and research a**

**relevant cultural group and present their findings to the class. This will be a single group study of an ethnic or religious group.**

Single group studies should include the following elements:

1. Perspective. You should accurately present the points of view of members of the group being studied. It is important to avoid distortions and stereotypes. This means checking source material to make sure that the perspectives being represented are acceptable to members of that group.
2. History.
  - (a) Examine the historical experiences of the group and their contributions to society. Tell the past and recent experiences fairly and from the point of view if members of the group.
  - (b) Explain any oppression factors, and the response and/or resistance of the group.
3. Culture. Cultural contributions include the total way of life, including literature, language, music, art, philosophy, beliefs, rituals, technology. How has the group maintained its identity and given meaning to its existence?
4. Current Social Agenda. Examine and explain the current needs and experiences of the group, and any issues they are now facing. Identify any movements in which they are involved.
5. Issues of Particular Concern. Describe any issues that are particularly important to the group e.g. language

#### SUGGESTED SINGLE-GROUPS TO STUDY

##### **African Americans**

**Asian Americans** - sub-groups:

Chinese	Japanese	SE Asian (Vietnamese, Hmong, Cambodian)	Korean
Filipino	Thai	Indonesian	

##### **Caribbean Americans**

**Hispanic/Latino Americans** - sub-groups:

Chilean	Ecuadorian	Mexican
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##### **Native Americans/American Indians**

There are many different sub-groups in this category. Those living in this area would be best e.g. Choctaw.

**European Americans** - sub-groups:

Northern European e.g. Irish, French, Scandinavian, German, British

Eastern European e.g. Russian, Romanian, Ukrainian, Polish

Southern European e.g. Italian, Greek, Albanian, Turkish

Cajun

**Jews/Judaism** This is both an ethnic group and a religion

**Islam/Muslims**

**Buddhism**

**Hinduism**

**Christianity**

Roman Catholics, Protestants (Presbyterians, Episcopalians, Baptists, Lutherans), Seventh Day Adventists, Jehovah’s Witnesses, Mormons etc.

Tips for Making a High Quality Presentation

The format of these presentations should reflect the students’ knowledge of effective teaching strategies and demonstrate the ability to put this into practice.

Put into practice what you know about effective teaching for all students.

Use a variety of presentation strategies.

Focus on clear speaking.

Use explicit visuals.

Keep it to 30/40 min.

Criteria to keep in mind for presentations

	<b>Satisfactory</b>	<b>Needs Work</b>
<b>Class Presentations</b>	<p>Good language structure</p> <p>Expressive use of voice</p> <p>Clear diction</p> <p>Engaging presentation, lively &amp; well organized</p> <p>Maintained eye contact with audience</p> <p>Responded positively to questions or comments</p> <p>Held interest of audience</p> <p>Content accurate &amp; relevant</p> <p>Balanced and unbiased viewpoints and opinions</p> <p>Appropriate use of terminology</p>	<p>Poor use of language</p> <p>Voice inflection needs improvement</p> <p>Diction unclear</p> <p>Thoughts not organized</p> <p>Avoided eye contact</p> <p>Reacted to questions or comments with indifference</p> <p>Failed to engage interest</p> <p>Content is inaccurate or lacks relevance</p> <p>Biased attitude evident</p> <p>Inappropriate use of terminology</p>

**EDU: Foundations of Multicultural Education**

NAME/ ID: \_\_\_\_\_

<b>GRADING CRITERIA FOR MULTICULTURAL BELIEFS/PHILOSOPHY PAPER</b>				
	<b>Excellent A (4)</b>	<b>Strong B (3)</b>	<b>Satisfactory C (2)</b>	<b>Inferior D (1)</b>
<b>Thesis: Beliefs /Philosophy</b>	Clearly defined and sustained throughout; topic effectively limited. Highly insightful.	Thesis stated; attempts to limit topic. Moderately insightful	Thesis stated; no attempt to limit topic. Minimal insight.	Unclear thesis; no attempt to limit topic; topic inappropriate. No insight discernible.
<b>Content</b>	Content is accurate, complete, clearly stated, and appropriately referenced. All strands are addressed in depth. Several sources other than the text book are used.	Content is accurate, fairly complete, and clearly stated. All strands are addressed. Some attempt to use sources other than text.	Content is accurate, but is incomplete, lacks clarity. Source of information is limited to text.	Content is inaccurate and incomplete.
<b>Organization</b>	Highly organized plan with effective transitions. Superior introduction and conclusion, which clearly relate to whole.	Logical organization, but with inconsistent transitions. Introduction and conclusion related to whole.	Logical organization, with some transitions. Ineffective introduction and/or conclusion.	Poor organization, lacks unity. No transitions. No introduction and/or conclusion.
<b>Writing Mechanics</b>	Superior editing. No errors in the following areas: .spelling .grammar .punctuation .capitalization .format	Careful editing. Fewer than 3 errors in the following areas: .spelling .grammar .punctuation .capitalization .format	Some attempt at editing. Fewer than 6 errors in the following areas: .spelling .grammar .punctuation .capitalization .format	Careless editing. More than 6 errors in the following areas: .spelling .grammar .punctuation .capitalization .format

Total rating: \_\_\_\_\_ Rating average: \_\_\_\_\_

Grade: \_\_\_\_\_

**EDU: FOUNDATIONS OF MULTICULTURAL EDUCATION**

**GRADING/EVALUATION RUBRIC for PARTICIPATION**

Attendance at all class sessions is expected. Remember that because this class only meets once a week, if you miss one class you have missed a week of classes (3 hours). Excused absences for family deaths, illness confirmed by medical personnel, or university service confirmed by University officials are sometimes unavoidable, but try to have no more than one of these during the semester. If you miss more than 3 hours of class, you will not have been involved in sufficient class discussion about ideas, concepts, and attitudes to meet the requirements of the course. It is also important for students to be on time and to stay for the entire class session.

**Criterion #1: The student has participated in all class sessions.**

<b>A (4)</b>	<b>B (3)</b>	<b>C (2)</b>	<b>D (1)</b>
100% participation (except for excused absence) with no tardies or early departures	100% participation (except for excused absence) with few tardies or early departures	Less than 100% participation but more than 80% (except for excused absence) OR with numerous tardies or early departures	Any class participation less than 80%

**Criterion #2: The student fully participates in readings, class discussions, group work, and other learning activities.**

<b>A (4)</b>	<b>B (3)</b>	<b>C (2)</b>	<b>D (1)</b>
On-time preparation of all assignments; high level of involvement in class activities demonstrating initiative and depth of thought. Generates ideas.	Demonstrates comprehensive preparation and completion of all assignments (but not necessarily on-time); high level of involvement in class activities.	Less than comprehensive preparation evidenced, but more than minimal; basic level of participation in learning activities etc.	Minimal preparation and participation in learning activities evident.

**Criterion #3: The student exemplifies a professional attitude as an emergent practitioner.**

<b>A (4)</b>	<b>B (3)</b>	<b>C (2)</b>	<b>D (1)</b>
Comments in class clearly indicate a high-level attention to readings, discussions, and class activities and depth of thought.	Comments in class clearly indicate at least marginal attention to readings, discussions, and class activities and depth of thought.	Comments in class derived from only two or three of the indicated resources, or are exclusively from personal experience and depth of thought is lacking.	Comments in class are derived from one or none of the indicated resources, or comments are not made and thoughts and ideas are shallow or non-existent.

**Basic requirements are not met: F = 0**

Total rating: \_\_\_\_\_ Rating average: \_\_\_\_\_ Grade: \_\_\_\_\_

## RESPONSE JOURNALS EVALUATION CRITERIA

### EDU: Foundations of Multicultural Education

	<b>Excellent A (4)</b>	<b>Strong B (3)</b>	<b>Satisfactory C (2)</b>	<b>Inferior D (1)</b>
<b>Knowledge and Comprehension</b>	Evidence of accurate and complete understanding and interpretation of the issues	Evidence of basic understanding and interpretation of the issues	Evidence of minimal understanding and interpretation of the issues	Lacks evidence of understanding & interpretation of the issues
<b>Personal Response: Ideas, thoughts and opinions</b>	<p>Consistently makes connections between content and personal ideas, experiences, and opinions</p> <p>Supports all statements with facts and rationale</p> <p>Evaluates own ideas in light of other perspectives</p>	<p>Makes several connections between content and personal ideas, experiences, and opinions</p> <p>Supports most statements with facts and rationale</p> <p>Acknowledges and analyzes other perspectives</p>	<p>Makes some connections between content and personal ideas, experiences, and opinions</p> <p>Supports some statements with facts and rationale</p> <p>Acknowledges other points of view</p>	<p>Does not make connections between content and personal ideas, experiences or opinions</p> <p>Fails to support statements with facts or rationale</p> <p>Does not acknowledge other points of view</p>
<b>Communication Skills</b>	Demonstrates consistent clarity of thought and expression. Excellent organization.	Demonstrates clarity of thought and expression; well organized	Demonstrates minimal clarity of thought and expression	Lacks clarity of thought and expression

Total rating: \_\_\_\_\_ Rating average: \_\_\_\_\_ Grade: \_\_\_\_\_

**CULTURAL GROUP STUDY PRESENTATION SCORING RUBRIC**  
**Foundations of Multicultural Education**

**Students will work in groups of no more than four people to investigate and research a relevant cultural group and present their findings to the class. This will be a cultural group study of an ethnic or religious group in the United States.**

<b>Area/ Rating</b>	<b>Exemplary</b>	<b>Acceptable</b>	<b>Not Acceptable</b>
<i>Purpose of the Presentation</i>	Demonstrates a clear understanding of the purpose of the presentation. Accurately and with insight conveys the cultural group's history, perspective, culture, current social agenda, and issues of particular concern.	Demonstrates a satisfactory understanding of purpose of presentation. Accurately represents most aspects of the cultural group's perspective, history, culture, current social agenda, and issues of particular concern.	Demonstrates little understanding of the purpose of the presentation. Omits essential aspects of the cultural group's history, perspective, culture, current social agenda, and issues of particular concern.
<i>Presentation Skills</i>	Demonstrates creativity, enthusiasm, poise and excellent presentation skills. Mastery of speaking skills, style, grammar. Excellent use of visuals.	Demonstrates creativity, enthusiasm, effective presentation skills. Mastery of grammar and style. Competent speaking skills.	Lacks enthusiasm or is hesitant. Presentation skills are weak and interfere with quality of presentation. Errors in grammar or poor speaking skills detract from presentation.
<i>Response to Audience</i>	Maintains connection with audience, maintains eye contact. Reacts positively to questions and comments.	Shows awareness of the audience, sometimes makes eye contact. Reacts positively to questions and comments.	Shows little awareness of the audience, avoids eye contact, reacts indifferently or negatively to questions and comments.
<i>Cultural Awareness</i>	Demonstrates high level of sensitivity. Explains and/or avoids apparent distortion and stereotyping.	Demonstrates sensitivity. Avoids distortion and stereotyping	Fails to avoid or acknowledge bias, stereotyping and distortion.
<i>Organization</i>	Presentation is very well organized. Clear evidence of planning	Presentation is well organized. Some evidence of planning.	Presentation is disorganized. No evidence of planning.

Topic: \_\_\_\_\_ Name(s): \_\_\_\_\_

### **Grading Policies:**

The final grade for this course will be based on the instructor's evaluation of students' achievement and progress in the aforementioned five categories. Each will be rated according to a rubric indicating the following rating scale:

<b>4</b>	<b>=</b>	<b>Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at an exemplary level.</b>
<b>3</b>	<b>=</b>	<b>Work meets all basic requirements; demonstrates attention to course materials, activities, and performance criteria at a basic level.</b>
<b>2</b>	<b>=</b>	<b>Work partially meets basic requirements and performance criteria..</b>
<b>1</b>	<b>=</b>	<b>Work meets basic requirements and performance criteria at a minimal level.</b>
<b>0</b>	<b>=</b>	<b>Work does not meet basic requirements or performance criteria.</b>

The student performance ratings for each assignment/requirement will be averaged, and the final grade will be assessed according to the following four-point grade scale:

<b>3.4 - 4.0</b>	<b>=</b>	<b>A</b>
<b>2.6 - 3.3</b>	<b>=</b>	<b>B</b>
<b>1.6 - 2.5</b>	<b>=</b>	<b>C</b>
<b>1.1 - 1.5</b>	<b>=</b>	<b>D</b>
<b>0 - 1.0</b>	<b>=</b>	<b>F</b>

### **NOTE:**

- **Please be aware that the quality of communication skills demonstrated in both written and oral work will be taken into consideration during grading. Close attention to the scholarly use of grammar, spelling, clarity, organization, style, fluency, and enthusiasm is advised in order to avoid an adverse effect on grades given for assignments.**
- **Assignments that are overdue will be subject to a grade reduction. Timely and well presented work is a hallmark of a professional approach to teaching and the acquisition of knowledge.**
- **Plagiarism/Cheating Statement:** Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student's answers, etc. Academic dishonesty will result in the grade of a "0" on the assignment and/or in the course and/or the student may be reported to the Vice President for Academic Affairs for further action.

### **ADA Syllabus Statement**

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric,

physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

### FOUNDATIONS OF MULTICULTURAL EDUCATION

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>
Week 1	Introductions; overview of course	Study: Personal culture; learning styles; multiple intelligence; mediation style
Week 2	Self study; definition of terms and concepts	Ch. 1 in class text: Culture, Pluralism, and Equality  Interview a person from another cultural group or participate in another group's event.
Week 3	.Issues of social class/ SES and education.	Ch. 2: Class
Week 4	Ethnicity and educational outcomes	Ch. 3: Ethnicity and Race <b>Due:</b> Journal entry for class
Week 5	The effect of gender on culture and education	Ch. 4: Gender <b>Due:</b> Journal entry for ethnicity and race
Week 6	The cultural and educational effects of physical and intellectual diversity	Ch. 5: Exceptionalities Journal entry for gender
Week 7	The influence of religion on our lives and schools	Ch. 6: Religion <b>Due:</b> Journal entry for exceptionalities
Week 8	<b>Midterm assessment</b>	
Week 9	Language diversity and how it can affect education and policy	Ch. 7: Language <b>Due:</b> Journal entry for religion
Week 10	Language diversity cont	
Week 11	The cultural effects of age and its implications for teachers	Ch. 8: Age <b>Due:</b> Journal entry for language diversity
Week 12	How teachers can promote educational equity and cross cultural understanding	Ch. 9: Education That is Multicultural <b>Due:</b> Journal entry for age
Week 13	Cooperative learning strategies Anti-bias education and prejudice reduction	Read culturally responsive teaching information  <b>Due:</b> Journal entry on culturally relevant education
Week 14	Curriculum reform Text book and materials evaluation strategies Presentations	Read handouts on integration of cultural content and curriculum reform
Week 15	Presentations	<b>DUE:</b> Beliefs/Philosophy Paper

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Week 15	Presentations	<b>DUE:</b> Beliefs/Philosophy Paper