

Multicultural Competence in K-12 Education

EDFI 4444, Section 1001

Fall 2013- Course Syllabus, Bowling Green State University

Meeting Time: Thursdays, 6 PM- 9 PM

Location: 222 Education Building

Instructor Information:

Caitlin L. Blake, please call me Caitlin

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Office Hours: Drop in and by appt.

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*A teacher affects eternity; he can never tell where his influence stops.
~Henry Brooks Adams*

Welcome to Multicultural Competence in K-12 Education. I am excited to have each of you in this course. I firmly believe in hands-on education and this course will provide a chance for interactive and real-life learning. We will all learn from each other and grow stronger as a class throughout this semester. I hope that your passion for education and teaching also grows in the next few months, as well as your acceptance of yourself and others. This course should prove to be very helpful for your future as a teacher and I hope you take this opportunity to learn from yourself and each other! ☺

Course Description

Multicultural Competence in K-12 education is designed as part of the curriculum for any K-12 teacher in all subject areas. The course will allow students to examine their multicultural competence thus far in their college experience, and also learn how to teaching diversity and acceptance in the classroom.

Required Materials:

The Big Orange Plot by: D. Manus Pinkwater- can be found on Amazon, in the local library, and at bookstores

Additional Resources will be provided on Blackboard.

Learning Objectives:

1. Students will be able to critically reflect on and make improvements in their own multicultural experiences as well as their teaching of multicultural competence.
2. Students will be able to formulate and engage in processes of inquiry to resolve issues, questions, or problems they find relevant in the field of multicultural studies.
3. Students will be able to identify relevant topics and issues in multicultural studies.
4. Students will be able to design and implement activities concerning teaching multicultural competence in their own future classroom.
5. Students will be able interact with and view their peers as knowledgeable and skilled resources.

Course Design:**COURSE REQUIREMENTS, ASSIGNMENTS, & ASSESSMENTS**

Course Dispositions: You are all teacher candidates in the BGSU Teacher Education program. Teacher Candidates are expected to exhibit the following dispositions (attitudes and approaches):

Professionalism

- It is expected that you will demonstrate professionalism throughout this course/experience. For educator candidates and educator personnel participating in professional development activities this means compliance with the BGSU Academic and Student Codes of Conduct (see Student Handbook) as well as evidencing accepted behaviors and attitudes appropriate to the educational circumstances, including but not limited to punctuality, personal appearance (dress, hygiene, etc.), speech, preparation, and/or quality of work.
- As a professional, it is your responsibility to pursue remediation of any deficits revealed in your performance on Key Assessment(s) assignments completed as part of this course.

Technology

- Aspects of this course require evidence of students' technology competency and utilization. Should you encounter difficulties with technology knowledge/skills it is your responsibility to consult with the instructor and/or assistants in the student technology center.

Exceptionality

- Educator candidates/professionals are expected to respect all individuals, regardless of characteristics or background, and endeavor to accommodate communications and actions to learning differences arising from cultural, linguistic, and disability origins.

Collaboration

- During course lectures, activities, and field assignments, you will be expected to work and communicate with faculty, other students, and school/agency partners in an effective, collegial, and professional manner at all times.

Course Requirements:

Assignments and Descriptions: You will complete the following assignments as a way for the instructor and other teaching professionals to assess if you have reached the learning outcomes listed above. These assessments will also comprise your grade for the course.

Grading: In case of cancelled class or elimination of an assignment, the grading points scale may be adjusted.

A = 100% - 90% = 100 - 90 pts

B = 89% - 80% = 89 - 80 pts

C = 79% - 70% = 79 - 70 pts

D = 69% - 60% = 69 - 60 pts

F = 59% - 0% = 59 - 0 pts

POLICIES & PROCEDURES

Meeting Location: Class is scheduled to meet in Education 222; however, if we have a class or speaker in which another classroom is needed, the instructor will let students know ahead of time where to meet.

Attendance: Since much of the valuable work we will accomplish for the course will be done during class time, it is imperative that you attend. Please arrive before class is to begin and be actively engaged throughout the class period. It is understandable that you may need to be absent or leave a class due to illness or some other unavoidable circumstances. If you're absent, you are responsible for any announcements or work missed during that class.

Punctuality: Because of the limited amount of time each week, class will begin promptly at the designated time, so please be on time. If you enter late, please quietly join the activity and be sure to make up any missed work and collect missed hand-outs or assignments.

Participation: Our class is smaller for a reason, as it helps us learn better and more openly from each other. Our class is, an interactive, workshop format. It is not a lecture class. Therefore, you will be expected to participate in speaking, writing and listening activities in both large and small groups in and outside of class. Quality and quantity of participation will be a factor in your grade.

Late work: Sometimes circumstances require that we turn something in late. However, if your assignment is late, points will be taken off per class period. There will be a 5% reduction in your grade for each class it is late. Because this course is once a week. If you have a major concern, please see the instructor BEFORE the assignment is due. I realize that computer malfunctions happen, but please save your work often and to multiple sources (flash drive, hard drive, email, drop box, etc.) to ensure that you always have a back up.

NCATE Statement Educational personnel must be well prepared with regard to content knowledge and practical skills as well as understanding of learners and the influences on them. Educators must understand the factors that impact educational success, be sensitive to cultural, linguistic and socio-economic factors as expressed in the diverse individuals they encounter, work to construct inclusive environments in which all can succeed, skillfully utilize the educational and technological tools available to them, collaboratively engage with colleagues and the community, and systematically reflect and act on the effectiveness of their practice. They must exhibit appropriate professional dispositions, concern themselves with the ethics of their actions, be accountable for their performance and be committed to ongoing improvement of their own personal capabilities. The BGSU goal is to empower our educator candidates to act in various capacities to positively impact the future of learners, clients and colleagues. Toward that end, we hold the following statements as guiding core concepts:

P = An effective educator is broadly and thoroughly ***prepared***.

R = An effective educator is a ***reflective*** practitioner.

- E** = An effective educator is actively *engaged* within the larger educational community.
P = An effective educator is foremost a *professional*, with a lifelong commitment to learning and to all learners.

BGSU Policy Statements:

Codes of Conduct and Academic Honesty Policy: The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the *BGSU Student Handbook*. The Code of Academic Conduct (Academic Honesty Policy) requires that students do not engage in academic dishonesty. For details, refer to:

- *BGSU Student Handbook* (<http://bgsu.edu/downloads/sa/file15768.pdf>)
- *The Academic Charter*, B.II.H (<http://www.bgsu.edu/offices/facsenate/page471.html>)
- Student Discipline Programs (<http://bgsu.edu/offices/sa/studentdiscipline/index.html>)

Disability Policy: In accordance with the University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester and make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services for Students, 413 South Hall, 419-372-8495. (<http://www.bgsu.edu/offices/sa/disability/>)

Religious Holidays: It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities. (As stated in *The Academic Charter*, B-II.G-4.b at: <http://www.bgsu.edu/downloads/bgsu/file919.pdf>).

Student veteran-friendly campus: BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty (See <http://www.bgsu.edu/veteran/> for more information).

University Closure: In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency.¹ Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see [Weather Policy](#) for lists). For changes in individual class meetings, please refer to the class Blackboard site for postings by the instructor.

Tape Recording Policy: Students are not authorized to make recordings during class without permission from the instructor.

Cell Phones, Pagers, and Personal Digital Assistants: Cell phones, pagers and PDAs should be turned on vibrate or silent during class. I understand the need for phones to be on vibrate in the chance of an emergency, but please have your phone where it is not a distraction for you or others. Your pocket may be a good place, but the desk would not be conducive for a vibrating phone. If you need to make an

¹A Handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative and Classified Staff, "Severe Weather Closing Policy and Procedures," <http://www.bgsu.edu/downloads/execvp/file8135.pdf>

emergency phone call is an emergency or exceptional circumstance, please leave the room to make the call. I

Course Calendar Fall 2013*

Week	Date	Assignments and Reading DUE	Session Topic
1	August 29	None ☺	Welcome to Class and Personal Reflection, getting to know each other in the class
2	September 5	<i>Read: The Big Orange Splot</i> by: D. Manus Pinkwater	Personal Competence ○ Discussion of the book Assignment: Reflection about where you are at in your multicultural development.
3	September 12	Read: Due: Reflection	Race
4	September 19	Read:	Race
5	September 26	Read: http://feedingamerica.org/hunger-in-america.aspx Explore website	Socioeconomic Status/Hunger
6	October 3 CONFERENCES WITH INSTRUCTOR	Bring project ideas and questions for instructor	During this class period, you will set up a time to meet with the instructor 1:1 to assess your learning in this class. These are 15 minutes long. Please bring ideas for your project, questions, etc. to the meeting.
7	October 10	None	Fall Break—No Classes Read:
8	October 17	Read: http://0-www.tandfonline.com/maurice.bgsu.edu/doi/pdf/10.1080/00131725.2011.578459	Language: English Language Learners
9	October 24		Students with Disabilities
10	October 31 HAPPY HALLOWEEN!	None	Religion

11	November 7	<p>Explore this website: http://www.tolerance.org/</p> <p>Read: http://abcnews.go.com/Health/homophobia-pervasive-elementary-schools-teachers-intervene-study/story?id=15388835</p> <p>http://www.glsen.org/binaries/GLSEN_ATTACHMENTS/file/000/001/1885-1.pdf</p>	Sexual Orientation
12	November 14		Creating a Safe Classroom •
13	November 21 HAPPY THANKSGIVING!	No	Thanksgiving Break—No Classes
14	November 28		Creating a Safe Classroom
15	December 5		Present Projects
16	December 12	PROJECTS DUE	Finals Week—Present Projects

This course calendar and syllabus is subject to change. Changes made will most always be made with your interaction and dialog with me but I reserve the right to change things. I will ALWAYS notify you of changes and update the Blackboard site as well.

This syllabus was modified and adapted from the ECCO Seminar Syllabus of Dr. Patrick Vrooman. The policy statements and teacher preparation was adapted from this. However, all assignments, topics, and readings are solely the work of Caitlin Blake.