Division: Teacher Education
Program Area: Bilingual and Bicultural Education / ESL Education / Foreign Language Education
Course #: BBE 5000 Credit: 2.0 credit hours CRN: 20993 SEC: 200
Course Title: Multicultural Education in Urban America
Term/Year: Winter 2014 Course Location: Online Day: Course active Friday to Thursday
Instructor: Christina P. DeNicolo, Ph.D
Office Address: 291 College of Education
Office Hours: Tuesday 6:00 – 8:00 p.m. via Skype Wednesday/Thursday 2:00 - 4:00 p.m. and by appointment
Office Phone #: 577-2476 Appointments: Please email me at address below.
E-mail: christina.denicolo@wayne.edu

Course Description:
This course explores the cultural, social, political, and economic realities of our complex pluralistic society in relation to our education system. The history of multicultural education will be examined along with current understandings of culturally responsive pedagogies. Through course readings and online discussions, students will understand the role of critical, analytic and evaluative abilities to deal with racism, sexism, value clarification, power and access in schooling.

Course Outcomes:
1. The undergraduate/graduate student will examine, analyze, and understand principal concepts of multicultural education, the rationale for multicultural education, and culturally responsive instructional practices of effective teachers (Course readings, discussion, assignments).
2. The undergraduate/graduate student will demonstrate understanding of culture, the role of culture in learning, cross-cultural communication, and culture and linguistic diversity (Course readings, discussion, assignments).
3. The undergraduate/graduate student will identify and discuss critical issues and events related to the history of schooling of culturally and linguistically diverse learners in the United States (Discussion boards, activities, reflective journals).
4. The undergraduate/graduate student will apply strategies for reflecting on their own linguistic and cultural background and how it informs their understanding of others (Assignments, course readings and discussions).
5. The undergraduate/graduate student will acquire insights and develop skills in analyzing, synthesizing, and interpreting a cultural issues related to the instruction and academic achievement of culturally and linguistically diverse students. (Assignments, course readings and class activities).
6. The undergraduate/graduate student will familiarize her/himself with the characteristics of a culturally responsive classroom and what this means for supporting students’ academic achievement. (Assignments, course readings and discussions).
BBE 5000 Meets the following Standards for the Preparation of Teachers of English as a Second Language (NS) (Adopted by the Michigan State Board of Education, July 13, 2004)

2.1 Knowledge, understanding and use of the major concepts, principles, theories and research related to the nature and role of culture in language development and academic achievement that support the individual students’ learning.

2.2 Application of knowledge and understanding of how cultural groups and students’ cultural identities affect language learning and school achievement.

2.3 An understanding of the value and role of diverse literary and cultural texts in order to use them for interpretation and reflection.

2.4 An understanding of similarities and differences between English-speaking and heritage cultures, and know how to make comparisons between them.

BBE 5000 Meets the following standards for the Preparation of Teachers of Bilingual Education (all Y codes) (Adopted by the Michigan State Board of Education, July 13, 2004)

2.1 Knowledge, understanding and use of the major concepts, principles, theories and research related to the nature and role of culture in language development and academic achievement that support the individual students’ learning.

2.2 Application of knowledge and understanding of how cultural groups and students’ cultural identities affect language learning and school achievement.

2.3 An understanding of the value and role of diverse literary and cultural texts in order to use them for interpretation and reflection.

2.4 An understanding of similarities and differences between English-speaking and heritage cultures, and know how to make comparisons between them.

3.3 A variety of instructional practices that produce outcomes through articulated program models that address the needs of linguistically and culturally diverse students.

Required Text(s):


Additional References: (Please note: More articles will be added throughout semester – many will be optional additional reading)


**Class Policies:**

1) **Format:** This course will be conducted online and due to this, it is important that students read the assigned readings, participate actively in discussion boards and build their understanding of course topics each week. To achieve this level of discussion, it is important that students review the discussion board several times throughout the week, complete the assigned readings, and complete all assignments prior to the due date. It is also important that students ensure they have access to a computer that has the technical capabilities necessary.

2) **Communicating with instructor:** On Blackboard there is a question and answer blog for students to post questions regarding upcoming assignments or course readings. The blog will enable all students to benefit from clarifications and responses that are posted. Individual concerns and questions can be submitted directly to me through email. I will generally answer emails within 48 hours Monday through Friday.

3) **Syllabus:** The syllabus may be adapted after the start of the semester. Additional information will be provided for all of the assignments and readings may be added. For written assignments please follow the Publication Manual of the American Psychological Association (6th Ed.).

4) **On-line etiquette:** This class is a wonderful opportunity for all of us to further our knowledge regarding culture, equity, and learning. These topics can be difficult to discuss but honest and respectful dialogue can make discussions more comfortable. To ensure that all students have access to engaging fully in course discussions it is essential that we each take responsibility to communicate in a very thoughtful and respectful manner. Please refrain from using that may be hurtful to others such as derogatory comments, stereotypes or language that labels others. We will discuss this further as we establish a set of norms for promoting rich, informative discussions that challenge us all to deepen our understandings of culture, language, and schooling.

**Class Procedures and Activities:**

Each week one of more of the following will occur in Blackboard:

- Analysis, synthesis, evaluation and discussion of key concepts;
- Identification, discussion, and application of these concepts to experiences in K - 12 classrooms;
- Analysis and discussions of selected problems concerning these concepts;
- Discussion of the development of individual student research project and papers;
- Analysis and critique of videos.

1) **Weekly Overview:** Each week an overview for the week will function as a guide for the week, indicating what activities are required and the additional materials that will be provided related to the topic for that week.

2) **Additional materials:**

I incorporate videos and additional resources across the semester to a)model using different forms of technology, b) present perspectives from voices of individuals who represent different cultural groups, c)to promote interaction among all of you and d) to highlight effective teaching pedagogy. It is important to me to provide teacher education students with access to positive examples of effective teaching practices and ways to advocate for social justice because you may not have the opportunity to observe teachers addressing issues of diversity or engaging in cultural responsive practices in your field placements or the schools where you will teach. I want all of you to maintain a vision of what is possible, I am not saying it is easy to be an inclusive teacher that works to promote equity, but if we develop the habit of reflecting on our own beliefs and practices and have a vision of what is possible we can begin to take the steps toward making that vision a reality.

3) **Reading questions:** Each week the information for the course will be provided in the folder designated for that week that is located in the **Course Materials** link. For many weeks reading questions will be provided as support and those are meant for students to use and are not to be turned in.

4) **Assignments:** Assignments should be submitted through the links that will be located within the folder for the week that the assignment is due. The folders are located in the **Course Materials** link. If there is difficulty uploading the assignment please email me and attach the assignment.

5) **Grades:** Grades will be posted in the grade center in Blackboard.
Extra Credit: There will be limited opportunities for extra credit from reading additional articles related to the course and posting synthesis of the article in the designated course blog. More information will be provided across the semester.

Plagiarism:
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Course Requirements and Assignments

1. Discussion Boards and Blog: 40 points
In order to meet the goals and objectives of the course, students are expected to engage in discussion regarding the course topics on a weekly basis. The purpose of both the discussion board and the blog are to create spaces to share our thinking and learning with others. As we do not meet in person, it is important to maintain an online presence and form a sense of community through the discussion boards and blogs. If there is a reason a student cannot participate in the discussions for the week, the student should communicate with the professor as soon as possible.

- **Course Blog:**
  3 points each
  For the course blogs students should 1) Provide a one paragraph (min.) response to the prompt that is connected to the reading and 2) post one-paragraph responses to at least two classmates' entries. Post your first response to the original post during phase one of the blog between Friday and Sunday at midnight. The responses to your peers should occur between Sunday and Thursday at midnight.

  Please be sure to write your response in your own words and cite the authors when you are paraphrasing by including the authors and year of publication in parentheses (Cushner et al., 2012) and use quotation marks and page number for quotations.

- **Discussion Board:**
  4 points each
  1) **Discussion question:** For the weeks we have discussion board, write a discussion question for the discussion board after completing the assigned reading and post by Sunday at midnight. The discussion board is accessed by clicking on the Discuss it! link on the left side of the course page. To post the question click on the discussion board link and then click on Create Thread. The discussion question should be open-ended, based on the chapter assigned for that week and written in a way to encourage discussion of the material beyond simply looking up the answer in the text. For example Question A below requires reading what authors have written and restating, while question B
  a. Question A: How do the authors define intercultural education?
  b. Question B: Why is it important to consider this issue in K-12 education?

  Prior to posting the question, be sure that a similar question has not already been posted. In week two we will discuss further how to write effective discussion questions.

  2) **Subject line:** Create a new thread to post your discussion question and be sure to write in the subject line the main point of your question and discussion thread. Write the question first and then write the subject line so that it represents the main point you are addressing

  3) **Responses to your questions:** Respond to the students who respond to your question.

  4) **Responses to posts:** Respond to a minimum of two discussion questions posted by classmates
Responses should be written in one’s own words and be approximately one paragraph long. The response should extend, discuss or build on the course readings and citations should be used to indicate information that comes from the text. Responses should also be free of errors to ensure that other students can understand the response. Please make sure to review your responses to ensure that your response is thoughtful and free of any language that could be offensive to others. Responses should be posted from Sunday night to Thursday at midnight. Very brief entries that only state “I agree” or “I disagree” without any further explanation will not be sufficient and will not receive credit.

Access to Blackboard and Technical Support: To access Blackboard, you must use your university ID and log into the following website: http://blackboard.wayne.edu/. For help please contact the C&IT Help Desk by phone at 313-577-4778 or email helpdesk@wayne.edu.

2. Reflective Journal: 10 points
Each student will use the on-line journal in Blackboard located under the My Journal link to reflect on 2 of the course readings. These journal entries will only be read by me and will not be available to other students. The Journal prompts will be provided for in-depth exploration of the topic and will be posted in the My Journal link.

3. Cultural and Linguistic Journey: 10 points
Students will examine their individual cultural and linguistic knowledge through the process of creating a journey box. A journey box is a collection of items around a specific theme that tell a personal story or account of specific events, experiences, or places (Labbo & Field, 1999). The goal of creating a journey box is to reflect on the ways that you engaged with culture, language(s) and/or language varieties at home and the relationship between these experiences and schooling. The artifacts can be images or clip art that are shared in a power point presentation. In creating the journey box collect pictures and images of items that best represent your memories of language use. See page 9 for additional information.

4. Midterm 20 points
The midterm will be a take home exam to be completed individually and will cover the content covered in the course readings and class sessions from the first half of the course. The exam will require short constructed responses to ten questions and answers must be typewritten, double-spaced and in 12 point font. The expected length of the midterm is between 4 - 5 pages. More information will be provided in week two.

5. Reflective Essay on Cultural and Linguistic Journey: 20 points
The goal of the final paper is for students to develop an in-depth understanding of their own learning regarding cultural and linguistic diversity. Students will analyze the cultural and linguistic journey box they developed at the start of the course and see what they may have not considered prior to exploring the course topics across the semester. The final paper should be between 5 -6 double spaced pages with 12-point font. More information is provided on page 11.
Assignments must be turned in on the assigned date unless arrangements have been made at least one week prior to the deadline in conference with the professor.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Discussion Boards and Blogs</td>
<td>40%</td>
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<td>On-going</td>
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<tr>
<td>Week One Quiz and Activities</td>
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<tr>
<td>8 discussion boards (responses and questions)</td>
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<td>(32 points total)</td>
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<tr>
<td>2 Course blogs</td>
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<tr>
<td>2. Cultural and Linguistic Journey</td>
<td>10%</td>
<td>10 points</td>
<td>January 23rd</td>
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<tr>
<td>Powerpoint presentation</td>
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<tr>
<td>3. Midterm</td>
<td>20%</td>
<td>20 points</td>
<td>February 27th</td>
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<tr>
<td>4. Reflective Journal</td>
<td>10%</td>
<td>10 points</td>
<td>On-going</td>
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<td>2 – Two page journal entries 5 points each</td>
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<td>4. Final Reflective Essay</td>
<td>20%</td>
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<td>A-</td>
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<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
<td>73 - 76</td>
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<td>C-</td>
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**Undergraduate Grades:**

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<tr>
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<td>B</td>
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<td>B-</td>
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**Graduate Grades:**

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<td>A-</td>
<td>B</td>
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<td>B-</td>
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**Enrollment/ Withdrawal Policy**
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Attention Students with Disabilities:**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Wayne State University Writing Center:**
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).
### Tentative Outline of Topics, Assigned Readings and Due Dates

Please note that assigned readings are to be read prior to class and changes to the readings and assignments may be made throughout the semester.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1 1/6 – 1/10</td>
<td>Overview of Course Education and Society</td>
<td>Syllabus</td>
<td>January 10th</td>
</tr>
<tr>
<td></td>
<td>Schooling in the U.S.</td>
<td>Cushner et al., Ch. 1</td>
<td>• Syllabus quiz</td>
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<td>• Course introductions</td>
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<tr>
<td>Week 2: 1/10 - 1/16</td>
<td>Deculturalization and Schooling in the U.S.</td>
<td>Spring, Ch. 1</td>
<td>January 12 and 16</td>
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<tr>
<td></td>
<td>Native Americans and Education</td>
<td>Spring Ch. 2, Film clip: <em>Our Sprits Don’t Speak English</em></td>
<td>• Course blog #1</td>
</tr>
<tr>
<td>Week 3: 1/17 - 1/23</td>
<td>African Americans and Education</td>
<td>Spring Ch. 3, Film: <em>A Girl Like Me</em></td>
<td>January 23rd</td>
</tr>
<tr>
<td>Week 4: 1/24 – 1/30</td>
<td>Asian Americans and Education</td>
<td>Spring Ch. 4</td>
<td>• Journey Box Due</td>
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<tr>
<td>Week 5: 1/31 – 2/6</td>
<td>Latinas/os and Education</td>
<td>Spring Ch. 5, Moll (2010), Film clip: <em>Lemon Grove Incident</em></td>
<td>January 30th</td>
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<td>Week 6: 2/7 – 2/13</td>
<td>Civil Rights and Education</td>
<td>Spring Ch. 6, Cushner et al., Ch. 2</td>
<td>February 6th</td>
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<tr>
<td>Week 7: 2/14 – 2/20</td>
<td>Culture, Language and Learning</td>
<td>Cushner et al., Ch. 3</td>
<td>• Reflective journal #1</td>
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<tr>
<td>Week 8: 2/21 – 2/27</td>
<td>Culture in the Classroom</td>
<td>Cushner et al., Ch. 4</td>
<td>February 13th</td>
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<tr>
<td>Week 9: 2/28 – 3/6</td>
<td>Intercultural Development</td>
<td>Cushner et al., Ch. 5, McIntosh Article</td>
<td>• Discussion board #2</td>
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<tr>
<td>Week 10: 3/16 – 3/20</td>
<td>Understanding the Role of Culture in Teaching</td>
<td>Cushner et al., Ch. 6, Cushner Ch. 7 (optional)</td>
<td>February 27th</td>
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<tr>
<td>Week 11: 3/21 – 3/27</td>
<td>Language Rights and Learning</td>
<td>Cushner et al., Ch. 8, Cushner et al., Ch. 10</td>
<td>• Midterm</td>
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<tr>
<td>Week 12: 3/28 – 4/3</td>
<td>Multicultural Education – Equity, Equality, Advocacy</td>
<td>Spring Ch. 7, Cushner et al., Ch. 13</td>
<td>March 6th</td>
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<tr>
<td>Week 13: 4/4 - 4/10</td>
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<td>• Discussion board #4</td>
<td>Note - Spring Break is 3/10 – 3/15</td>
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<td>Week 14: 4/11 – 4/17</td>
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<td>• Discussion board #5</td>
<td>March 20th</td>
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<tr>
<td>Finals week</td>
<td>• Reflective Essay draft</td>
<td>March 27th</td>
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<tr>
<td></td>
<td>• Cultural and Linguistic Journey Reflective Essay Due</td>
<td>April 25th</td>
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8
Cultural and Linguistic Journey Box Assignment

The goal of creating a journey box is to reflect on the ways that you engaged with culture, language(s) and/or language varieties at home and the relationship between these culture, language and schooling. As we explore multicultural education in the U.S., it is important that we reflect on our own histories and experiences with culture, language and schooling. The artifacts can be images from the web or clip art that are shared in a four minute power point presentation (please do not go beyond five minutes or less than three minutes). For this assignment please create a virtual journey box in the form of a powerpoint presentation as follows:

1) Collect clip art and images of items that best represent your memories of language use and culture from your childhood.
2) Use the questions listed below to guide your selection of images or examples of language use in home and in school.
3) To help others understand your cultural and linguistic journey record yourself discussing the main points you are representing on each slide or write the main points in the notes section of each powerpoint slide.
   a. To record, click on slide, click on insert, select audio and then record audio

Please note your power point will be uploaded for a group of your classmates to see, do not use personal photos or share very specific personal information. The primary learning from this assignment comes from reflecting on your own background as you select images to represent your experiences.

1. Reflect on the cultural practices that you grew up and your recollection of language use as a child. How was language used in your family? Were there more than one language or language variety used? Did language use differ across family members, locations, or activities? Draw on at least 1 course reading to support your selection of images and memories.

2. In your presentation describe how your cultural knowledge and language use was or was not accessed, acknowledged, built upon in school. Did the language skills that you developed at home serve you in school? In what ways were or were they not drawn upon? (This does not refer solely to knowledge of languages other than English, for example I learned to express my views and opinions at home but that was not built upon in school and often discouraged).

3. Discuss how your experiences with language at home and school impact you as a learner? If your home culture and language use at school was similar to your language use at home, how did your language use and knowledge about language support your learning? If your home culture and/or language were not similar to the culture and language of school, in what ways were you able to you draw on your cultural and linguistic knowledge in school?
Cultural and Linguistic Journey Box Assignment Evaluation: 10 points

9 - 10 points
- Effort and reflection on identifying language use evident in collection of images.
- Cultural practices were evident through selection of images.
- A minimum of 6 items collected that represent ways that culture and language was used at home and school.
- Relationship between language use at home and school is clear through organization of artifacts or selection of artifacts.
- Reflection on culture and language use in your family is supported with a connection to one course reading.
- Discussion of image selection includes language(s) spoken, expectations for communication, daily practices with language.

7 - 8 points
- One or more of the bullets listed above was not addressed.
- Connection between language use at home and schooling is not evident.
- There are no examples or connection to course readings

5 - 7 points
- Three or more bullets listed above not addressed.
- Presentation fails to identify language use at home.
- There is no connection between journey box, reflection on language use, and role of language use and schooling.

Final Reflective Essay: Cultural and Linguistic Journey and Teaching – 20 points
The reflective essay is designed for students to develop an in-depth understanding of their own learning by exploring the relationship between a future teachers’ understanding of their own cultural and linguistic background and teaching. Students will analyze the cultural and linguistic journey box they developed at the start of the course and see what they may have not considered prior to taking this course. The essay should be between 5 -6 double spaced pages with 12 point font and 1 inch margins. APA format should be used to indicate the source for information addressed in the essay. Essays should not be longer than 6 double-spaced pages so you must choose the most important information to be shared.

Reflective Essay:
After reflecting on your cultural and linguistic journey box presentation that you developed at the start of the semester write a 4-6 page integrated essay that reflects on following:
1) the learning you have developed regarding your own cultural and linguistic background and schooling.
2) the extent to which the various topics addressed in your cultural and linguistic journey have shaped your expectations for student performance and participation in US schools.
3) any challenges that you think you may face in teaching students different from yourself.

In your essay, be sure to identify and explain the new insights that you gained regarding number 1 to 3. Examine your own learning across the semester and consider the following questions: What have you learned about cultural and linguistic diversity? How has it changed what you think about education, equity, and multicultural education?

Keep in mind that it is important to form connections to what you learned from the readings by defining and using key terminology and referring to key concepts and events. In your essay address a minimum of 4 key concepts. Examples of concepts that we have worked on are below (this list is not exclusive).

- Acculturation
- Assimilation
- Deculturalization
- Americanization
- Segregation
- Court cases (Lau vs. Nichols, Brown vs. Board of Education
- Civil rights movement
- Educational access
- Identity
- Privilege
- Prejudice
- Stereotypes

Refer to the critical encounters that you identified in your reflective journals and connect them with the concepts you have learned from the course texts and discussion boards. Identify and describe 2 critical encounters with the course readings that have influenced how you think about cultural and linguistic diversity and teaching. A critical encounter is when something you are reading is surprising, shocking, unexpected and changes the way you are thinking or talking about the topic or text (DeNicolo, 2004).

When you refer to a reading in your own words, you may cite the reading by listing the author and date in a parenthesis (Cushner et al., 2013). If you use the author’s words, then you need to put the exact words in quotation marks (For example, You might write something like I was fortunate to be raised in a family that
uses an English dialect very similar to standard English because according to Lessow-Hurley, “standard language is the language of the group in power” (Lessow-Hurley, 2009, p. 36). However, I’m still uncertain about how to go about working with students who speak African American Vernacular English. The one thing that I do not understand is….) In the above example, APA format is correct because the author of the quote is introduced, the exact words are put inside quotation marks, and the exact page number for the quotation is given.

Evaluation of Final Reflective Essay: Cultural and Linguistic Journey and Teaching – 20 points

Scoring and Criteria for the Reflective Essay are separated into two parts
1) Reflection – 15 points 2) Organization and writing - 5 points

Reflection Component (15 points)
The definition of reflection for this assignment is as follows:
An ongoing process of developing an awareness of personal experiences, assumptions, and attitudes, and examining them to understand how they shape your expectations for student performance and participation as a future teacher.

Essay Reflects on...
1. The extent to which the various topics (4 -5) have shaped your expectations for student performance and participation in US schools
2. Identifies and explains any surprises/questions that you uncovered about yourself and your cultural/linguistic background, or information you thought you knew but did not understand, or information you had trouble finding.
3. Identifies and explains any challenges that you think you may face in teaching students different from yourself. If you don’t expect any challenges, be sure to explain why not.
4. Course readings and discussions, information that you were familiar with and have developed a deeper understanding of, information that was unfamiliar and/or new and how it will inform your teaching.

A range: 14 - 15 points
• Demonstrates the influence of various topics (4-5) on your expectations for student learning
• Identifies and provides thorough explanation of at least 2 critical encounters in the course reading and additional information regarding your own cultural and linguistic background that you thought you knew but didn’t, or information you had trouble finding.
• Identifies and provides thorough explanation of challenges you think you may face in teaching students different from yourself
• Relates discussion to at least three course readings

B range: 13 – 13.5
• Needs more explanation to demonstrate the influence of various topics (4-5) on your expectations
• Needs more explanation to identity and explain surprises/concerns that were uncovered or information you thought you knew but didn’t, or information you had trouble finding.
• Needs more discussion to identify and provide explanation of challenges you think you may face in teaching students different from yourself
• Uses only 2 – 3 key terms/concepts from the course, or uses terms incorrectly
• Relates discussion to only two course readings
C range: 12 – 12.5

- Needs significantly more explanation to demonstrate the influence of various topics (1-5) on your expectations
- Needs significantly more explanation to identify and explain surprises/concerns that were uncovered or information you thought you knew but didn’t, or information you had trouble finding.
- Needs significantly more explanation to identify and provide explanation of challenges you think you may face in teaching students different from yourself.
- Uses few key terms/concepts from the course or uses them incorrectly
- Relates discussion to only 1 course reading

12 points and below = Assignment requirements not met in several areas

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Organization and Proofed Writing Component (5 points)

Organization (3 points)

- Thesis: Overall statement that introduces the focus of your essay or the organizing principle of your essay (1 point = excellent; 0 points = needs improving/non-existent)
- Organization: The major points in the essay relate to the thesis and are organized logically and supported with relevant information and elaboration (1 point = excellent; 0 points = needs improving/non-existent)
- Conclusion: The ending of the essay relates back to the thesis and brings closure to the essay (1 point = excellent; 0 points = needs improving/non-existent)

Proofed Writing (2 points)

- 2 points = effective and clear word usage; no punctuation, spelling or grammatical errors;
- 1.5 points = a few instances of ineffective/unclear word usage and occasional errors in punctuation, spelling, or grammar;
- 1 = a number of problems or errors in word usage, punctuation, or spelling/grammar;
- 0 = many problems or errors in word usage, punctuation, or spelling/grammar.