Theme: The Urban Educator: Reflective, Innovative and Committed to Diversity
Division of Teacher Education
Detroit, Michigan 48202

COURSE SYLLABUS

Division: Teacher Education

Program Area: Language Education and Bilingual Bicultural Education

Course ID: BBE 5000 Multicultural Education in Urban America

Course Credit Hrs.: 2 Credit Hours  Course Number: 20284  Class ID: 003

Term/Year: Winter 2015  Location: 0200 Education Building

Day: Tuesday  Time: 12:50-2:40pm

Instructor: Dr. Sandra M. Gonzales

Office: College of Education, Room 285

Office Phone: 313-577-0968  E-mail: sandra.gonzales@wayne.edu

Office Hours: Tuesdays, 10:00am-12:00pm & 2:40-3:40pm (after class)
You may also email me to schedule an appointment in person, by phone or via Skype.

Course Description:
The intention of this course is designed to increase the students’ knowledge and appreciation of the cultural, social, political and economic realities of our complex, pluralistic society in relation to our educational system. The development of analytical and evaluative abilities of teachers to deal with racism, sexism, values clarification and the parity of power will be emphasized. Strategies for multicultural education will also be developed.

Intended Course Outcomes:
As a result of their experience in BBE 5000 students will:

1. Demonstrate an understanding of major cultural concepts such as acculturation, assimilation, multicultural education, and intercultural bilingual/bicultural education as well as explore how these concepts are significant to the field of teaching/learning today.

2. Apply strategies for gaining, analyzing, and reflecting on one’s own linguistic and cultural competence and professional knowledge through the examination of cultural identity development as well as socializing agents such as privilege and/or prejudice that have influenced their worldview.
3. Explore education from the perspective of the learner as opposed to the institution (Leichter, 1979) to better understand the cultural divide that exists between family and community models of education and traditional Western pedagogies.

4. Develop knowledge on constructing culturally inclusive learning environments that support individual students’ needs, cultural/linguistic identity development and academic achievement.

5. Strengthen theoretical praxis by examining a broad range of research, topics, stories, case examples, literature and digital resources that examine effective teaching/learning from diverse experiences, and perspectives.

6. Meet the standards on diversity established by the National Council for Accreditation of Teacher Education (NCATE) which includes:
   - Understanding the importance of diversity in teaching and learning
   - Developing lessons and a classroom experience that values diversity
   - Developing awareness of different teaching and learning styles shaped by cultural influences
   - Demonstrating dispositions of fairness and equity with regards to all students

7. Meet 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 thoughtful comparisons between them.

8. Meet 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 student 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 literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.
   - 2.4 An understanding of the connections among perspectives of cultures and their practices and products, and be able to make comparisons.
   - 2.5 Ability to identify distinctive cultural viewpoints in multiple content areas through English and the target non-English language.
   - 3.3 A variety of instructional practices that produce outcomes through articulated program models that address the needs of linguistically and culturally diverse learners

**Required Texts:**


**Recommended Readings:**


Recommended Internet Sites:

https://pantherfile.uwm.edu/gjay/www/Whiteness/

Hate Map: http://www.splcenter.org/get-informed/hate-map

Stand Strong Map: http://www.splcenter.org/get-involved/stand-strong-against-hate

Teaching Tolerance Resources: http://www.tolerance.org/index.jsp

Teaching Tolerance Resources: http://www.splcenter.org/what-we-do/teaching-tolerance

Bilingual Education: http://moramodules.com/Prop227/BERoadmap.htm

NABE: http://multibriefs.com/briefs/nabe/

WIDA: https://www.wida.us/

Course Assignments:


*The Reaction Paper is not a summary but rather, an interpretation of /reaction to the content. It is not necessary to follow APA guidelines for the Reaction Papers.
5. Mid-term Project: Small Group (PowerPoint/video or other creative modality) Presentation - teach a chapter in the Spring book. To include one additional peer reviewed research article per member (graduate students 2 articles) and one campus/community interview or creative activity/lesson per group. **Graduate/Undergraduate Students**

6. Final Essay:
   Part 1: Autobiographical research – Interview family members, mentors and/or leaders in your community in order to reflect on your place as a global citizen through the examination of your own history and cultural roots. According to Dr. Phillion ([http://www.edci.purdue.edu/phillion/](http://www.edci.purdue.edu/phillion/)), from Purdue University, “the **key question** to explore is "How have I come to be who I am?" Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors (pick 3 and/or add your own identifiers). An **additional question** to consider is "How have my experiences of diversity influenced my identity?" To what extent have you experienced privileges of the dominant culture or marginalization based on some aspect of your identity?

   Part 2: How have or how will your cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influence your teaching? And finally, state your plan/vision for creating a culturally inclusive classroom.

   Your paper should be 4-5 pages and include 5 citations from the course literature (undergraduate) or 7-8 pages with 8 citations from the course literature, plus an additional 2 scholarly research articles, for graduate level students. **Graduate/Undergraduate Students**

7. Participation in Class Discussions (Groups & Whole) maximizes everyone’s learning experience and will be reflected in the final course grade. **Graduate/Undergraduate Students**

8. Attendance is important to student success. Students will be asked to sign-in and attendance will be reflected in the final course grade. **Graduate/Undergraduate Students**

**Point Assignments:**

- Reaction Papers = 10pts x 4 = 40pts
- Midterm Project = 50pts
- Final Essay = 100pts
- In-Class Discussion = 20pts
- Attendance = 5pts
- Optional: Extra Credit = 10pts (added at the end of the course)

**Total Points = 215**

**Essay Paper Format**

- All papers must include an introductory paragraph, development paragraph(s), and a concluding paragraph. It should have a well thought-out title that reflects the analytical angle of your analysis and that includes the title of the work you examine, the course name, the professor’s name and the date. The final essay must have a full title page.
- Each paragraph must have at least three sentences and no paragraph should be more than one page long under any circumstances!
• The papers should also be grammatically well written and spell checked.
• The midterm project and the final essay must follow APA guidelines for in-text citations and list of works cited.
• A paper/essay should be double-spaced, using the font Times New Roman with margins at 1” on all sides using a 12-pt. font. A rubric will be provided for the midterm project and the final essay exam.

**Class Policy:**

The course will be taught in a seminar fashion, meaning that each session will be in the form of discussions centered on the assigned readings. Students will be expected to prepare thoroughly for each class and contribute significantly to the discussions. Pursuant to these goals, students must attend to the following each week in preparation for class:

Come to class regularly. Attendance is taken at all class meetings. Attendance is very important as it is linked to academic success. When you miss class, you miss an opportunity to check your understanding of the concepts being developed in the course, and to ask appropriate questions.

Do all assigned readings. Allow sufficient time to both read and reflect. Participate in class discussions. Since the class is run as a seminar, we want, and need, everyone’s input. Come to class prepared to thoughtfully present ideas, reactions, comments, etc. about the readings. Since this class is designated a seminar, it will be conducted so as to maximize discussion, not only between instructor and students, but also among students. To facilitate this intention, most class sessions will include both large and small-group class sessions. On some occasions, in order to promote a more in-depth analysis and discussion of selected topics, students will work in small groups, and even, on occasion, in dyads. When information needs to be presented or discussed that is of value to the entire class, the class may meet as a whole, and then break into smaller groups for further discussion and application.

Type all written assignments and follow the form and style of the *Publication Manual of the American Psychological Association* (6th ed.), published by the American Psychological Association.

Make-up examinations, incomplete grades, and late written assignments are accepted only under extenuating circumstances and/or at the discretion of the instructor.

Please do not hold conversations with classmates whenever the instructor or another student is speaking. Also refrain from writing and passing notes or participating in other distractive behavior. All communication devices should be turned off during class time. Your undivided attention in class is a must. An atmosphere of mutual respect is in order. Thank you.

The reading for this course is basically of three types: (a) the reading of material in the textbooks; (b) the reading material on the web; and (c) the reading of handouts given out by the instructor. The amount of reading to be done is moderate; normally you will have one or two chapters per week to read in the textbooks, one web site to visit, plus one handout every other week during the latter part of the semester.

In the first part of the course, you will learn the basic concepts of bilingual/multicultural/intercultural education by reading about them in the textbooks, discussing them in class and through the completion of course assignments. In the second part of the course, you will further your understanding of these concepts by learning new approaches, latest tools, new procedures, exceptional strategies, and new ways of knowing, all of which enhance your effectiveness as a teacher of culturally and linguistically diverse learners.
Students also are encouraged to see the instructor during office hours.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). 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. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Semester Calendar:**

Course begins Tuesday, January 12, 2015  
Spring break, no class on Tuesday, March 17, 2015  
Last Day of Class is Tuesday, April 21, 2015  
Study Day is Tuesday, April 28, 2015  
Final Exam/Essay due Tuesday, May 5, 2015

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Due Dates &amp; Misc.</th>
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<tbody>
<tr>
<td>1/13</td>
<td>Course Overview</td>
<td>Chapter 1: Cushner Reaction Paper 1 (Whiteness Studies)</td>
<td>January 20th</td>
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<tr>
<td>1/20</td>
<td>Chapter 1: Cushner</td>
<td>Chapter 2: Cushner Reaction Paper 2 (Race)</td>
<td>January 27th</td>
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<tr>
<td>1/27</td>
<td>Chapter 2: Cushner</td>
<td>Chapters 3 &amp; 4: Cushner Reaction Paper 3 (Indian Father’s Plea)</td>
<td>February 3rd</td>
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<td>2/3</td>
<td>Chapters 3 &amp; 4: Cushner</td>
<td>Chapter 5: Cushner Reaction Paper 4 (Other People’s Children)</td>
<td>February 10th</td>
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<tr>
<td>2/10</td>
<td>Chapter 5: Cushner</td>
<td>Chapter 6: Cushner Chapter 1: Spring</td>
<td>February 17th</td>
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<tr>
<td>2/17</td>
<td>Chapter 6: Cushner (Presentation)</td>
<td>Chapter 7: Cushner Chapter 2: Spring</td>
<td>February 24th</td>
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<td>2/24</td>
<td>Chapter 7: Cushner (Presentation)</td>
<td>Chapter 8: Cushner Chapter 3: Spring</td>
<td>March 3rd</td>
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<td>3/3</td>
<td>Chapter 8: Cushner (Presentation)</td>
<td>Chapter 9: Cushner Chapter 4: Spring</td>
<td>March 10th</td>
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<tr>
<td>3/10</td>
<td>Chapter 9: Cushner (Presentation)</td>
<td>Chapter 10: Cushner Chapter 5: Spring</td>
<td>March 24th</td>
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<tr>
<td>3/17</td>
<td>No Class or Assignments (Spring Break)</td>
<td>None</td>
<td>None</td>
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<td>Date</td>
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<td>3/24</td>
<td>Chapter 10: Cushner Chapter 5: Spring (Presentation)</td>
<td>March 31st</td>
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<td>3/31</td>
<td>Chapter 11: Cushner Presentation 6: Independent</td>
<td>April 7th</td>
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<td>4/7</td>
<td>Chapter 12: Cushner Presentation 7: Independent</td>
<td>April 14th</td>
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<tr>
<td>4/14</td>
<td>Chapter 13: Cushner Presentation 8: Independent</td>
<td>April 21st</td>
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<tr>
<td>4/21</td>
<td>Course Summary and Wrap-up Peer Edits of Final Essay</td>
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<tr>
<td>4/28</td>
<td>No Class – Study Day</td>
<td>Final Exam Essay Due May 5th</td>
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<tr>
<td>5/5</td>
<td>Submit Final Essay</td>
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**Extra Credit 10pts**

- Select One:
  - Volunteer: English Language Institute MLK Day March, 12pm-3pm Jan. 19, Central United Methodist Church
  - April 25th, Academia del Pueblo Conference at WSU, Center for Latino Studies

- One page reflection

- By end of course

Please note that content and/or dates may shift to accommodate new material or the unexpected.

**Grading System:**

(100-90% Graduate and Undergraduate) This score will be awarded to papers showing a high degree of competence; coverage of all parts of the question as described in the course reader; effective organization and critical analysis. References to course materials are utilized to support analysis of cultural and linguistic values. Examples are used to illustrate analysis of multiple perspectives based on a defined set of professional beliefs and practices. Authoritative sources are cited for generalizations about culture and second language education. Surface feature and grammatical or mechanical errors are few and minor.

(89-80% Graduate and Undergraduate) This score acknowledges the clearly competent response, although it may be weak in some aspects of the superior paper: e.g. it may slight one part of the question; may not be as effectively organized or detailed; may have minor grammatical inconsistencies; may not be supported by references to course materials or use as many pertinent examples; may show less in-depth analysis of multiple perspectives; may focus on personal beliefs/opinions to the exclusion scholarly analysis; those that fail to cite authoritative and reputable sources for statistics or global understandings of culture and second language education.

(79-74% Graduate) and (79-70% Undergraduate) This score will be given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial than papers scored 89-75%. Papers awarded this score may show occasional awkwardness of expression and grammatical
weakness. Grammatical and mechanical errors may obscure author's meaning or interfere with the flow of the writing. Paragraphing may be infrequent or inappropriate.

**Graduate** (69-60% Undergraduate) This score will be awarded for the following papers:--those that are primarily a restatement of subject’s words or ideas without adequate rationale given for their selection; - -those that deal with only one part of the question; --those that offer clichés instead of thoughtful analysis; --those that remain general and undeveloped or without relevance to the author's own cultural experience, values or beliefs; --those that lack focus or pertinent detail

**Undergraduate Grades:**

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<thead>
<tr>
<th>A (100-94%)</th>
<th>B+ (89-87%)</th>
<th>C+ (79-77%)</th>
<th>D+ (69-67%)</th>
<th>F (59-0%)</th>
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<tbody>
<tr>
<td>A- (93-90%)</td>
<td>B (86-84%)</td>
<td>C (76-74%)</td>
<td>D (66-64%)</td>
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<tr>
<td>B- (83-80%)</td>
<td>C- (73-70%)</td>
<td>D- (63-60%)</td>
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**Graduate Grades:**

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**Enrollment/Withdrawal Policy**

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 5th 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 the fifth week of class students are no longer allowed to drop but must withdraw from classes. 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.

See the university webpage for full details:  http://reg.wayne.edu/students/information.php

**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 313-202-4216 (video phone). 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/.

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.