Course Number and Title:

EDUC 532
Enhancing Learning Through Linguistic and Cultural Diversity

(May be cross listed with EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society).

Academic Credit:

3 graduate credits

Course Rationale:

Educators today are faced with an overwhelming challenge to prepare students from diverse populations and backgrounds to live in a rapidly changing society, and a world in which some groups have greater societal benefits than others because of race, ethnicity, gender, class, religion, ability or age. This course is designed to prepare teachers to recognize and understand the similarities and differences among various cultural, racial, economic and gender groups. The course places an emphasis on promoting proactive social change by recognizing human biases in education and by creating learning environments which contribute to student self-esteem and inclusion. It further challenges students to explore, assess, understand and reflect on their own personal biases and prejudices and to develop respect for humans and human rights through curriculum and instruction.

Course Description:

This course explores teachers' views on the value of linguistic and cultural diversity and the powerful learning opportunities it affords today's classrooms and schools. Teachers examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities and learn approaches for working together to ensure high levels of learning for all students. Strategies for ensuring equitable access to high-quality learning experiences are presented. Effective practices such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and developing academic vocabulary are explored.

Place of Course in the Curriculum:

This course is one in a sequence of 12 courses, and is required of all students seeking an Education Masters degree with an emphasis in Curriculum and Instruction.

Course Goals and Objectives:

The goals of this course are:

1. To explore concepts of culture and diversity in relation to education, including issues of

cultural, ethnic, racial, gender, religious, socio-economic and linguistic differences

2. To achieve an awareness of cultural and linguistic adaptation alternatives

3. To provide academic, personal, and creative experiences that enable students to examine their own beliefs, values, and assumptions about difference and cultural diversity

4. To learn about the changes in policy, history and curriculum in the educational system

5. To strive for equality across gender, race, class, religion, and sexual preferences

6. To understand the legal basis for issues such as gender, race, special needs and gifted and talented

Students who successfully complete this course will:

- Understand and respect diversity in classrooms and in society as a whole

- Compare and contrast their own cultural background, attitudes, and experiences with those of other cultures

- Detect forms of bias found in language, interactions, and classroom materials and develop ways to correct them

- Create a welcoming and culturally accepting classroom

Course Content:

Unit I Multicultural education: Characteristics and Goals

Unit II An historical perspective of multicultural education

Unit III Becoming a culturally responsive teacher

Unit IV Language barriers and ELL

Unit V Student attitudes and working with parents

Unit VI Connecting research and theory to practice

Unit VII Multicultural reform

Unit VIII Celebrating diversity

Methodology:

Methods of instruction that work well for this course include, but are not limited to:

A. Lectures
B. Readings

C. Written Assignments
D. Oral Assignments
E. Collaborative Group Work
F. Whole Class and Small Group Discussions
G. Presentations
H. Teaching Demonstrations
I. Guest Speakers
J. Videos
K. Case Studies
L. Debate
M. Journaling
N. Wikis
O. Blogs

Student Roles:

1. Read assigned material and be prepared to participate in discussions each week in both large and small groups. Students must be able to support positions with relevant research on topics covered.
2. Written assignments
3. Complete a research project to share with class (graduate research paper, Power Point presentation, video, podcast, wiki, blog or other project format approved by instructor)
4. Maintain a weekly journal to reflect on professional growth and development
5. Teaching demonstrations
6. Update portfolio with relevant artifacts in the appropriate teaching standards to demonstrate professional growth and development

Assessment:

Enter the method category and percentage assigned to each method. The total should equal 100%. Specify various evaluation tools which work best for the course: papers, reports, individual or group projects, discussion, participation, tests etc.

Example:

Weekly Discussion	20%
Weekly Journal	10%
Reaction/Reflection Papers	20%
Research Project	40%
Final Exam	10%
	100%

Development of a grading rubric in each category is strongly recommended for objective rather than subjective evaluation.

Bibliography:

Amaral, O. M., Garrison, L. & Klentschy, M. (2002). "Helping English learners increase achievement through inquiry-based science instruction." *Bilingual Research Journal*, 26, 213-239.

Aveling, N. (2006). 'Hacking at our very roots': Rearticulating white racial identity within the context of teacher education. *Race Ethnicity and Education*, 9(3), 261-274.

Banks, J. & McGee Banks, C. A. (2010). *Multicultural education: Issues and perspectives* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Banks, J. A., & Banks, C. A. M. (Eds.). (2004) *Handbook of research on multicultural education* (2nd ed.). San Francisco: Jossey-Bass.

Blair, T.R. (2003). *New teacher's performance-based guide to culturally diverse classrooms.* Boston, MA: Pearson Education.

Callahan, C. M. (2005). Identifying gifted students from underrepresented populations. *Theory into Practice, 44*, 98-104.

Crawford, J. (2004). "No child left behind: Misguided approach to school accountability for English language learners." National Association for Bilingual Educators.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Dilworth, M. E. &Brown, C. E. (2001). Consider the difference: Teaching and learning in culturally rich schools. In V. Richardson, Handbook for research on teaching. 3rd Edition., p. 643. Washington DC: AERA.

Garcia, Eugene E. (2001). *Student cultural diversity: Understanding and meeting the challenge.* (2nd edition.) Boston: Houghton Mifflin.

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Kottler, E., Kottler, J. A., & Street, C. (2008). *English language learners in your classroom* (3rd ed.). Thousand Oaks, CA: Corwin Press.

National Museum of the American Indian. We Have a Story to Tell: Native Peoples of the Chesapeake Region. A Guide for Teachers with students in grades 9-12. http://www.jcu.edu/education/ed350/WeHaveStory_chesapeake.pdf

Roberts, S. (2008, August 14). A generation away, minorities may become the majority in U.S. *New York Times*, A1, A18.

Rutherford, P. (2010). *Meeting the needs of diverse learners.* Alexandria, VA: Just Ask Publications.

Dates of Initial Approval and Revision:

Initial Approval:
Revised: June 4, 2010
Reviewed: August, 2012

Recommended Text:

Gollnick, D. M. & Chinn, P. C. (2006). Multicultural education in a pluralistic society (7th ed.). Boston, MA: Pearson Merrill Prentice Hall.

Supplementary Text (Suggested but not required)
Kroeger, S. D., & Bauer, A. M. (2004). *Exploring diversity: A video case approach.* Boston, MA: Merrill Prentice Hall.

Reference/Resource Materials

[The Journal of Multiculturism in Education](#)

The Journal of Multiculturalism in Education is a peer reviewed professional research journal whose primary purpose is the collection and dissemination of Multiculturalism in Education research, theory, and practice on all multiculturally related aspects of primary, secondary, and post-secondary education around the world.

[National Association for Multicultural Education](#)

NAME celebrates cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NAME believes that multicultural education promotes equity for all regardless of culture, ethnicity, race, language, age, gender, sexual orientation, belief system or exceptionality.

Multicultural education enables the individual to believe in one's own intrinsic worth and culture, to transcend monoculturalism and, ultimately, to become multicultural.

[Diversity in Education Video](#)

[Multicultural Education Links](#)

This guide to over 50 web sites was created to assist multicultural educators in locating educational resources on the Internet. World wide access to multicultural information and current events in other regions makes the Internet an important educational tool. Teachers through the internet have access to lesson plans, on-line photo galleries, stories, maps, virtual field trip, international radio programming, and e-mail pen pals. In the multicultural classroom these resources can be used to create thematic units.

[Multicultural Manners](#) Video

Certain things are not universal. Every culture has their own set of manners, values and behaviors that they consider normal. When traveling, or doing business with members of a different culture you want to make sure you aren't offending anyone.

[How Should We Teach English-Language Learners?](#)

The politically charged question is whether the goal should be to teach a child English as quickly as possible or let him learn English more gradually while maintaining his native language so that he grows up bilingual.

[Valuing Diversity in Learners](#) Video

Reviewed: August 2012