

GLENDALE COMMUNITY COLLEGE

EDU 230 CULTURAL DIVERSITY IN EDUCATION

Class No# 20920 Section 0008

Instructor: Dr. Rebecca M. Osuna

Spring Semester 2009 Mon. & Wed. 5:45-7:00 p.m.

Room # CL 10

APPOINTMENTS: By phone or as arranged (No campus office)

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Course Description: Examination of the relationship of cultural values to the formation of the child's self-concept and learning styles. Examination of the role of prejudice, stereotyping, and cultural incompatibilities in education. Emphasis on preparing future teachers to offer an equal educational opportunity to children of all cultural groups.

Instructional objectives: The learner will be able to:

- explain how changing demographics influence public schools
- define the concept of multicultural education and its importance in public schools
- identify cultural influences on modes of communication, perception, and world view
- compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes, equity, and equality
- describe how the concepts of equity and equal educational opportunity have evolved into educational policy
- identify legal precedents for educational equity and equal educational opportunities
- define and compare teaching and different learning styles
- relate fictional literature for children to real educational situations
- Challenge ethnocentrism, monolingualism and monoethnicity in school life situations

Requirements and Evaluation:

- A. Class Requirements: Students will (1) attend all class sessions, arrive promptly, sign roster and (2) submit all work completely and on time, (3) participate orally in every class meeting/and or as directed and help maintain a positive classroom climate.
- B. Absences: Missing more than three evenings will jeopardize your evaluation by one letter grade.
- C. Grades:

In order to receive a grade of A, you must complete the following:

- Attend all classes and be punctual.
- Read each assignment carefully and participate in class discussions and activities.
- Maintain a journal throughout the course with an entry for each class meeting. Enter in the journal what you have learned from the class session, not what occurred in class. Remember...I am in the class and know what occurs.
- Complete a group presentation/project (Final).
- Present a book talk that is culturally related to the diverse background of children.
- Interview an individual from a cultural group and list any prejudices encountered in his/her education experiences. (no more than 1 typed page-single spaced)
- Search the current media (i.e. magazines, newspapers, advertising, junk mail) and select one article having to do with minorities and submit a written reaction to who it categorizes such as ethnic group, female/male, religion, race, etc. (no more than ½ typed page-double spaced, with the article attached.)
- Self awareness activity...to be presented to class individually. I will model this activity.

In order to receive a grade of B, you must complete the following:

- Attend all classes and be punctual.
- Read each assignment carefully and participate in class discussions and activities.
- Maintain a journal throughout the course with an entry for each reading assignment and each class summary.
- Present a book talk that is culturally related to the diverse background of children.
- Search the current media (i.e. magazines, newspapers, advertising, junk mail) and select one article having to do with minorities and submit a written reaction to who it categorizes such as ethnic groups, female/male, religion, race, etc. (no more than ½ typed page-double spaced, with the article attached.)

Grades below a B will not be expected from such a group of talented and professional individuals as you all...

Tape Recording:

Students may tape record information presented in class with the presenter's approval.

Disability Statement:

The college will make reasonable accommodations for persons with documented disabilities. Students should notify Disability Resources and Services and their instructors of any special needs.

Academic Dishonesty Practices: All students assume as part of their obligation to the College the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action.

CELL PHONES/ELECTRONIC DEVICES: As a courtesy to your fellow classmates, please turn off your cell phones. Cell phones and other electronic devices must remain out of sight during class. This includes "texting" during class. NOT acceptable at all!

CLASS CALENDAR AND ASSIGNMENT SCHEDULE

Wednesday, Jan. 21

Introductions; Review of Syllabus, Small Group Activity, Sign up sheets for Book Talks

Video: "Common Miracles"

Homework assignment for Feb. 2 will be to read the following chapter:

Human Diversity in Education – Kenneth Cushner, Averil McClelland & Philip Safford
(Chpt. 1)

1. Bring an object that best represents your background to class for discussion.

Monday, Jan. 26

1. Mini lecture and class discussion on reading - Chapter 1
2. Group activity with object that represents your own background
3. Book Talk presentations
4. Journal entry of class reflection
5. Reflective reading before dismissal

Wednesday, Jan. 28

1. Mini Lecture and class discussion on reading – **Chapter 2 . Multicultural Teaching in Action**

2. Book Talk Presentations
3. Journal Entry if class reflection
4. Homework assignment for Feb. 23 will be to read an assigned article.

Monday, Feb. 2

Wednesday, Feb. 4

1. Mini Lecture and class discussion on readings assigned: **Article & Chapter 3 – Culture and the Cultural-Learning Process**
2. Book Talk presentations
3. Group project presentations
4. Journal entry of class reflection
5. Reflective reading before dismissal

Monday, Feb. 9

1. Mini Lecture and class discussion on reading **Chapter 4. Classrooms & Schools as Cultural Crossroads**
2. Book Talk Presentations
3. Group Project presentations
4. Journal Entry of class reflection
5. Homework assignment: Reading

Wednesday, Feb. 11

1. Discussion of the homework article assigned Mar. 2
2. Book Talk Presentations
3. Group Project presentations
4. Journal Entry of class reflection
5. Homework assignment: **Chapter 5. Intercultural Development: Considering the Growth of Self & Others**

Monday, Feb. 16

1. Discussion of homework assigned reading Mar. 9
2. Book Talk Presentations
3. Group Project Presentations
4. Journal Entry of class reflection
5. Homework assignment: **Chapter 6. Creating Classrooms that Address Race and Ethnicity**

Wednesday, Feb. 18

1. Discussion of the assigned reading Chapter 6
2. Book Talk Presentations
3. Group Project Presentations
4. Journal Entry of class reflection
5. Homework Assignment: **Chapter 7. The Classroom as a Global Community: Nationality and Region**

Monday, Feb. 23

1. Discussion of homework assigned reading Mar. 30 Chapter 7
2. Book Talk Presentations
3. Group Project Presentation
4. Journal Entry of class reflection
5. Homework assignment: **Chapter 8. Developing Learning Communities: Language and Learning Style**

Wednesday, Feb. 25

1. Discussion of the homework assigned reading (Chapter 8.)
2. Book Talk Presentations
3. Group Project Presentations
4. Journal Entry of class reflection
5. Homework Assignment: **Chapter 9. Religious Pluralism in Secular Classrooms**

Monday, Mar. 2

1. Discussion of the homework assigned reading Chapter 9
2. Book Talk Presentations
3. Group Project Presentations
4. Journal Entry of class reflection
5. Homework assignment: **Chapter 10. Developing a Collaborative Classroom: Gender and Sexual Orientation**

Wednesday, Mar. 4

1. Discuss homework assigned reading Chapter 10
2. Book Talk Presentations
3. Group Project Presentations
4. Introduce the topic of Poverty-“A Framework for Understanding Poverty”
5. Journal Entry of class reflection
6. Homework assignment: **Chapter 12. Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension**

Monday, Mar. 9

1. Discuss homework assigned reading Chapter 12
2. Make up of book talk presentations
3. Group Project Presentations
4. Journal Entry of class reflection
5. ALL ASSIGNMENTS DUE!
6. Homework Assignment: Chapter 13. **Improving Schools for All Children: The Role of Social Class and Social Status in Teaching and Learning**

Wednesday, March 11

1. Discuss homework assigned reading Chapter 13
2. Make up of book talk presentations
3. Group Project Presentations
4. Journal Entry of class reflection

MARCH 16 – 20 SPRING BREAK-Campus Closed

The following classes will be for individual and group presentations and class activities.

Monday, March 23

Wednesday, March 25

Monday, March 30

Wednesday, April 1

Monday, April 6

Wednesday, April 8

Monday, April 13

Wednesday, April 15

Monday, April 20

Wednesday, April 22

Monday, April 27

Wednesday, April 29

Monday, May 4

Wednesday, May 6
Monday, May 11 FINAL

Class syllabus subject to change throughout the course.