EDU 230 – Cultural Diversity in Education  
SPRING 2004

GENERAL INFORMATION
Instructor: Ms. Charlene Krushinsky, M.ed.
E-mail: CharleneK@cox.net
Office hours: Before or immediately after class
Phone: 623-204-1912 – Please leave a voice mail.

Class time & Room:
Section #1944    MWF  8:00-8:50 a.m.  Rm. CL-12

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. Prerequisites: None

REQUIRED TEXTBOOK
*Human Diversity in Education & Human Diversity in Action: An Integrative Approach*  
2nd Edition by Kenneth Cushner
Also, other supplementary materials (such as films/videos) will be presented and guest speakers will be invited in accordance with the sequential order of the course. You, the students, are highly encouraged to use the library and the Internet for further study and research regarding issues discussed.

REQUIRED SUPPLIES
A three-ring notebook or binder with: loose-leaf paper, loose-leaf index dividers, one highlighter, blue or black pen and a #2 pencil.

ATTENDANCE & PARTICIPATION
Attendance is very important because of the nature of class activities. You are expected to be in class on time and be in attendance for the full class period. Three unexcused absences are allowed; **5 points will be deducted per absence that occurs after the third absence without a signed medical excuse.** Class participation will be assessed in terms of your involvement with questions, answers, and constructive dialogue to the class discussions along with your active interaction in small and large group discussions.

COURSE COMPETENCIES/STUDENT OUTCOMES
1. Explain how changing demographics influence public schools.
2. Define the concept of multicultural education.
3. Identify cultural influences on modes of communication, perception and worldviews.
4. Compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes and sociotypes, equity and equality.
5. Describe how the concepts of equity and equal educational opportunity have evolved into educational policy.
6. Identify legal precedents for educational equity and equal educational opportunities.
7. Define learning and teaching styles, and contrast different learning styles, especially field-sensitive and field-independent;
8. Relate fictional literature for children to real educational situations.

INSTRUCTOR EXPECTATIONS
Students enrolled in EDU 230 are required to:
• Participate in large and small group activities and discussions.
• Listen and evaluate the ideas and opinions of others with an open mind.
• Read complex and controversial multicultural educational material.
• Interpret and judge relevant and current multicultural education issues and problems.
• Express your ideas in a clear, concise manner in both written and oral form.

CELL PHONES & BEEPERS
Please turn off any answering devices during class.

ASSIGNMENTS AND GRADING
To receive a passing grade in this course, each student is expected to complete:
1. Learning Portfolio w/all required entries;
2. Reaction Paper;
3. Twelve topic or chapter quizzes;
4. Minority Interview;
5. Literature Paper;
6. Group Presentation; and
7. Attend and participate in class.

All readings, homework, projects and activities are completed as assigned. Please note general guidelines for most assignments are listed in this syllabus. However, more specific guidelines with assignment rubrics will be available during the semester prior to assignments explanations.

STUDENTS WITH SPECIAL NEEDS REQUIRING ASSISTANCE
If you have a disability that may have some impact on your work in this class and for which you require accommodations, you need to notify the Disability Services and Resources Office, located in Building TDS, rm. 100; phone number: 623-845-3080.

ASSIGNMENT REQUIREMENTS
Assignments will not be accepted late, unless the instructor is notified prior to the due date.
For each assignment handed in:

1. **Title/Cover Page** which includes:
   - Name of the educational institution, your name, class prefix, class name, section number, title of assignment, professor’s name, and the due date. Examples of titles:
     - *Book Reaction #1, Diversity Interview, Final Practicum Report, etc.*
2. **If assignments contain two or more pages; staple pages together neatly.**
   - Please no paper clips, plastic covers, etc.
3. All assignments must be typed or word-processed and double spaced.
4. Correct all typographical errors and spelling errors.
5. **Please note before handing in, proofread all your papers.**
6. Papers will not be graded and will be returned if not proofed.
7. Written assignments are to include citations and references, if used.
8. Each assignment will have points. (See point and grading scale in this syllabus)
9. Assignments deemed unacceptable in terms of organization, coherence, grammar, syntax, etc. will be returned for revisions. An incomplete will be assigned until assignment is revised.
10. **Academic Integrity** – The highest standards of academic integrity are expected of all students.

**ASSIGNMENT DESCRIPTIONS AND REQUIREMENTS**

**Learning Portfolio:**

What is a Portfolio?

*Portfolios mean more than evaluation or assessment. They are tied to the definition of “literacy”.* For example, when we read a textbook and write constantly, when we reflect on whom we are and who we want to be, we cannot help but grow. Over time, portfolios will help us identify and organize the specifics of our reading and writing. They catalogue our accomplishments and goals, from success to instructive failures. Portfolios ought to be personal documents of our personal literacy histories.

The type of portfolio that we will be using in this class is called a “Learning Portfolio”. The main purpose of this type of portfolio is to help you focus on learning. Your portfolio will include the following information:

1. **Your portfolio** will consist of a 1-inch to an inch-and-a-half three-hole binder. The color of the binder is to be chosen by you. In addition, the contents of your portfolio will be divided using the “loose-leaf index dividers” of any color. Your portfolio will contain the following:

   - **Journal Entries** (Learning Log)
   - **Written Portfolio Graded Assignments**
   - **Collaborative/Group Projects**
   - **Class Handouts**
   - **Class Lecture Notes**
   - **Miscellaneous Materials**
2. Your **course syllabus** will also be included at the beginning of your portfolio. Always keep in mind that the main purpose of your portfolio is to maintain an accurate account of all your progress in this class, and to use it as a learning tool.

**GRADING – will be determined by the following:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Scale</th>
<th>Grading</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Reaction Paper</td>
<td>60 pts.</td>
<td>410-369</td>
<td>(100-93%)</td>
<td>A</td>
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<tr>
<td>Diversity Interview Paper</td>
<td>60 pts.</td>
<td>368-328</td>
<td>(92-87%)</td>
<td>B</td>
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<tr>
<td>Literature Paper</td>
<td>60 pts.</td>
<td>327-287</td>
<td>(86-80%)</td>
<td>C</td>
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<tr>
<td>Learning Portfolio</td>
<td>60 pts.</td>
<td>286-246</td>
<td>(79-73%)</td>
<td>D</td>
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<tr>
<td>Group Presentation</td>
<td>80 pts.</td>
<td>245 &amp; below</td>
<td>(-72%)</td>
<td>F</td>
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<td>Quizzes</td>
<td>120 pts.</td>
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<td>Attendance</td>
<td>30 pts.</td>
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**Total** 410 pts.

**TENTATIVE COURSE SCHEDULE**

The following outline composes the agenda.

1. You are expected to complete the assigned reading prior to each class meeting.
2. Discussions and group activities on the readings are integral parts of the course agenda and will be addressed on the quizzes.
3. The instructor reserves the right to make adjustments to the course information sheet; the syllabus and the assignment to best meet the needs of the students.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC/ASSIGNMENTS DUE</th>
<th>READINGS/DISCUSSIONS/ACTIVITIES</th>
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<tbody>
<tr>
<td>Week #1</td>
<td>Introduction: Course Overview</td>
<td>Chapter 1</td>
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<tr>
<td>Jan. 21st</td>
<td>Course Syllabus/Questions &amp; Answers</td>
<td>Discussion and Q&amp;A Session</td>
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<td></td>
<td>*Discuss Portfolio/Learning Logs</td>
<td>*Video: America’s Multicultural Heritage</td>
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<td>*Immigration and its effects on education</td>
<td>Activity: Mental Maps of Culture</td>
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<td>Week #2</td>
<td>*Cross Cultural Simulation Activity</td>
<td>Chapter 2</td>
</tr>
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<td>Jan. 26th</td>
<td>*Definitions/Terminology</td>
<td>Discussion and Q&amp;A Session</td>
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<td>*Low/High Context Descriptions</td>
<td>Article Reflection</td>
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<td></td>
<td>*Discuss Minority Interview</td>
<td>Quiz #1 Covering Chapter 2</td>
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<td>*Discuss Reaction Papers</td>
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| Week #3  | Feb. 2<sup>nd</sup> | *What effects do racism & other factors have on student achievement?  
*Group Discussion of Case Study  
*Dress Literature Paper | Chapter 3  
Discussion and Q&A Session  
*Video: “Eye of the Storm” A Class Divided  
Quiz #2 Covering Chapter 3 |
|---|---|---|
| Week #4  | Feb. 9<sup>th</sup> | *DUE: Reaction Paper  
What significance does the following court cases have on student achievement in our Educational system today?  
1. Brown v. Topeka  
2. Lau v Nichols  
3. Plessy v. Ferguson | Chapter 4  
Discussion and Q&A Session  
Quiz #3 Covering Chapter 4  
Activity: The Nature of Culture and Culture Learning |
| Week #5  | Feb. 18<sup>th</sup>  
No school 2/16  
President’s Day | *How does structural factors effect student learning?  
*Group Discussion of Case Studies | Chapter 5  
Discussion and Q&A Session  
*Video: “No Place at the Table”  
Activity: Adjustment to Change  
Quiz #4 Covering Chapter 5 |
| Week #6  | Feb. 23<sup>rd</sup> | *Cultural Impacts | Chapter 6  
Discussion and Q&A Session  
Article: Culturally Responsive Teaching  
Quiz #5 Covering Chapter 6 |
| Week #7  | March 1<sup>st</sup> | *Field Dependent & Field Independent  
*Interpersonal Comm. Skills | Chapter 7  
Discussion and Q&A Session  
Quiz #6 Covering Chapter 7 |
| **NO SCHOOL** | **SPRING BREAK MARCH 15<sup>th</sup>-19th** | | |
| Week #8  | March 22nd | *Deficit Theories  
*Teacher Expectation Theory  
*Cultural Difference Theory  
*Discuss Assign. #3  
*Group Discussion of Case Studies  
*DUE: Diversity Interview | Chapter 8  
Discussion and Q&A Session  
Quiz #7 Covering Chapter 8 |
| Week #9  | March 29th | *Contextual Interaction Theory  
*Discuss, assign & select Groups & Topics for Group Assignment  
*1<sup>st</sup> Meeting for Group Assign. | Chapter 9  
Discussion and Q&A Session  
Quiz #8 Covering Chapter 9 |
| Week #10  | April 5<sup>th</sup> | *Results of the Case Studies  
*Meaning of Success  
*Group Discussion of Case Studies  
*2<sup>nd</sup> Meeting for Group Assign. | Chapter 10  
Discussion and Q&A Session  
Quiz #9 Covering Chapter 10 |
| Week #11  | April 12<sup>th</sup> | *What is Multicultural Education?  
  a. Goals of Multicultural Education  
  b. Characteristics of Multicultural Ed.  
*3<sup>rd</sup> Meeting for Group Assign. | Chapter 11  
Discussion and Q&A Session  
Quiz #10 Covering Chapter 11  
*Video: Teacher T.V.: Appreciating Diversity |
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<tr>
<th>Week #12</th>
<th>April 19th</th>
<th>*Discussion of Cultural and Gender, Bias; and Sexism &amp; Racism</th>
<th>Chapter 12</th>
<th>Discussion and Q&amp;A Session</th>
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<tr>
<td></td>
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<td>*4th Meeting for Group Assign.</td>
<td>Video: Common Miracles: The New American Revolution in Learning</td>
<td>Quiz #11 Covering Chapter 12</td>
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<td>*DUE: Literature Paper</td>
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<tr>
<th>Week #13</th>
<th>April 26th</th>
<th>PRESENTATIONS OF GROUPS (#1-3)</th>
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<tr>
<th>Week #14</th>
<th>May 3rd</th>
<th>PRESENTATIONS OF GROUPS (#4-6)</th>
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<tr>
<th>Week #15</th>
<th>May 10th</th>
<th>FINALS WEEK</th>
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<td>Time &amp; Day – Final Activity</td>
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