

**GLENDALE COMMUNITY COLLEGE**

***EDU 230 CULTURAL DIVERSITY IN EDUCATION***

***Section 0003/CL 23534***

**Instructor: Dr. Rebecca M. Osuna**

**Spring 2010 Monday- 7:10-9:55 p.m.**

**Room # CL 10**

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

**PHONE:** (623) 764-7137

**E-mail** dr\_osuna@cox.net

**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
- “All About Me” assignment (to be modeled)
- 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.)

#### **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
- 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 – Jan 25-May 10, 2010**

### **Monday, Jan. 25**

Introductions; Review of Syllabus, Small Group Activity, Model Required Assignments

Homework assignment for Feb 1

will be to read the following chapter:

1. Education in a Changing Society – **Human Diversity in Education – Kenneth Cushner, Averil McClelland & Philip Safford** (Chpt. 1)
2. Bring an object that best represents your background to class for discussion.
3. Reflective reading before dismissal

### **Monday, Feb. 1**

1. Background objects will be presented by each student.
2. Chapter 1 will be presented/modeled by instructor.
3. Chapters will be divided among students for presentation

### **Monday, Feb. 8**

1. Video: Getting Along – Sandra Thiederman, Ph.D.
2. Worksheet and small group discussion
3. Discuss foreign country presentations and schedule

4. Book Talk presentations
5. All About Me assignments

### **Monday, Feb. 15**

1. **Chapter 2 . Multicultural Ed.: Historical & Theoretical Perspectives**
2. **Multicultural article-discussion in small groups (Six Critical Paradigm shifts for Multicultural Ed. worksheet**
3. Book Talk Presentations/All About Me assignment

### **Monday, Feb. 22**

1. **Chapter 3 – Culture and the Cultural-Learning Process**
2. **DVD – “If you Cried, AUSCHWITZ: You Died”**
3. Book Talk presentations/All About Me Assignment

### **Monday, Mar. 1**

1. **Chapter 4 Classrooms & Schools as Cultural Crossroads**
2. **Video – “Class Divided-Brown Eyes/Blue Eyes”**
3. Book Talk presentations/All About Me Assignment

### **MARCH 8-12 SPRING BREAK**

### **Monday, Mar. 15**

1. **Chapter 5 Intercultural Dev. : Considering the Growth of Self and Others**
2. Book Talk presentations/All About Me Assignment
3. Worksheet/Group Activity

### **Monday, Mar. 22**

1. **Chapter 6 Creating Classrooms that Address Race & Ethnicity**
2. Worksheet/Group Activity – Barriers to Good Instruction w/video: Attitudes and Beliefs
3. Book Talk presentations/All About Me Assignment

### **Monday, Mar. 29**

1. **Chapter 7 The Classroom as a Global Community: Nationality and Region**
2. Worksheet – “Underneath We’re All the Same”
3. “A Framework for Understanding Poverty” – Small group activity
4. Book Talk presentations/All About Me Assignment

### **Monday, Apr. 5**

1. **Chapter 8 Developing Learning Communities: Language and Learning Styles**

2. Worksheet on Learning Communities-group activity
3. Book Talk presentations/All About Me Assignment

**Monday, Apr. 12**

1. **Chapter 9 Religious Pluralism in Secular Classrooms**
2. Book Talk presentations/All About Me Assignment

**Monday, Apr. 19**

1. **Chapter 10 Developing a Collaborative Classroom: Gender & Sexual Orientation**
2. Book Talk Presentations/All About Me Assignment

**Monday, Apr. 26**

1. **Chapter 11 Creating Developmentally Appropriate Classroom: The Importance of Age and Developmental Status**
2. Book Talk Presentations/All About Me Assignment

**Monday, May 3**

1. **Chapter 12 Creating a Inclusive Classroom: The Ability/Disability/Continuum and the Health Dimension**
2. Book Talk Presentations/All About Me Assignment (**FINAL DAY for all assignments**)

**Monday, May 10**

1. **Chapter 13 Improving Schools for All Children: The Role of Social Class and Social Status in Teaching and Learning**

Group Presentations on Foreign Country/**FINAL PROJECT**/dates will be assigned in class.

**Class syllabus subject to change throughout the course.**

**RMO 01/25/10**