

EDU 230
Cultural Diversity in Education
Spring 2010
Section 23532, 11:30-12:45, GCCN 101

Glendale Community College North - 5727 W. Happy Valley - Glendale AZ 85302

Instructor: Karen McHugh
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Course Description:

Examination of the relationship of cultural values to the formation of self-concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on teacher preparation (preservice and/or inservice) to offer an equal educational opportunity to students of all cultural groups. Prerequisites: None.

Required texts:

Cushner, K., McClelland, A., & Safford, P. *Human Diversity in Education an integrative approach*. McGraw-Hill.
Lowry, Lois. *The Giver*. Delacorte Press.
Munoz Ryan, Pam. *Esparanza Rising*. Scholastic Press.

Course Competencies:

- ❖ Explain how changing demographics influence public schools and/or institutions of higher learning. (I)
- ❖ Define the concepts of culture and multicultural education. (I, II)
- ❖ Identify cultural influences on modes of communication, perception, learning preferences, and world view. (II, V)
- ❖ Compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes and sociotypes, equity and equality. (III)
- ❖ Describe how the concepts of equity and equal educational opportunity have evolved into educational policy. (IV)
- ❖ Identify legal precedents for educational equity and equal educational opportunities. (IV)
- ❖ Describe how culturally responsive teaching promotes student learning. (V)
- ❖ Identify, read, and describe multicultural literature that increases cultural awareness and sensitivity. (VI)

Course Expectations:

Attendance: Attendance will be taken daily and will count from the second day of class. Attendance is worth 50 points of your grade. 10 points will be deducted from your grade for each absence after the first. You will be dropped from the class on your fourth absence. There will be a sign in sheet each day. It is your responsibility to sign in or be counted absent.

Late Work: Assignments have due dates. Ample time is given for each assignment. Any assignments turned in late will be penalized 5 points per day late not per class meeting. Assignments may be turned in on blackboard and can be submitted early.

Disability accommodations: Any student requiring accommodations should meet with the teacher with forms from the Disability Services and Resources department ASAP.

Grades: Grades will be based on the following based on total points received:

Assignment	Due Date	Points Possible	Points Earned
Family tree assignment	2/3/2010	25	
Cultural Interview	2/8/2010	50	
White Privilege response	3/3/2010	25	
The Giver Book Review	3/8/2010	50	
Midterm	3/10/2010	50	
Cultural Experience	4/12/2010	50	
Wiki & Wiki responses	4/14/2010	50	
Book Talk	4/26/2010	25	
Book talk response log	4/28/2010	25	
Attendance	5/5/2010	50	
Final	5/10 or 5/12	50	
Total		450	

Grade	Percentage	Points Needed
A	90%	405
B	80%	360
C	70%	315
D	60%	270
NO Credit	59% and below	0

Assignments: Assignments will be discussed in class prior to due dates. Major assignments will be made available on blackboard and can be turned in as an attachment there. Assignments are given with sufficient time for completion and are still due by the class period assigned to.

Extra Credit: Students can earn up to 35 points in extra credit if needed. Arrangements must be made with instructor.

School policies: Students are responsible for following school policies as discussed in the college catalog and student handbook. Classroom conduct, academic dishonesty issues, discipline actions and grievance policies can all found in the college catalog and student handbook.

Cell Phones: Cell phones should be on turned off during class.

Students will be notified by the instructor of any changes in course requirements or policies.