

SYLLABUS
CIED 5052: Multicultural Issues
Spring 2009

University of Arkansas College of Education and Health Professions
Department of Curriculum and Instruction

Instructor:	Freddie Bowles	Office:	Peabody 314
Phone:	479-575-3035	E-Mail:	fbowles@uark.edu
Office Hours:			Mondays 10:30–11:30; 3:00–5:00 Wednesdays 10:00–11:30; 2:30–5:00 p.m. or by appointment
Website:	corndancer.com		

- I. Program Affiliation:** Curriculum and Instruction
- Course Number and Title:** CIED 5052: Multicultural Issues
- Prerequisites:** Admission to the M.A.T. program
- Catalogue Description:** This seminar provides an introduction to the major concepts and issues related to multicultural education. The ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior are discussed.
- Required Texts:**
 Gollnick, D.M., & Chinn, P.C. (2006). *Multicultural education in a pluralistic Society* (8th ed.). Upper Saddle River, NJ: Pearson.
- II. Relationship to Knowledge Base:** Students will recognize the broad definition of diversity as it relates to the public education classroom and the implications of teaching for success to students with diverse backgrounds. Students will also develop an understanding of the definition, framework, and implementation of multicultural education and its relationship to the social and political context of a multicultural society.

NCATE Standard 4-Diversity: "The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools" (2009, <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd4>).

Scholar-Practitioner Tenet 3: One who understands, respects, and values diversity

- III. Goals:** Upon completion of this course, students will be cognizant of how schools and teachers view diversity and their assumptions of what constitutes diversity, the genesis and growth of multicultural education, and the practice of multicultural education in the contemporary classroom.
- III. Competencies:** Upon completion of CIED 5052, students will
- Develop a working vocabulary as it relates to diversity.
 - Discuss attitudes of racism and discrimination and their relationship to student achievement.
 - Understand the relationship of culture, identity, and learning.
 - Discuss the role of multicultural education and school reform and its implications for teachers, schools, and families.
 - Recognize the reality of multicultural education in today's classroom.
 - Articulate their own frame of reference regarding multicultural education and how they will adjust their teaching methods to accommodate diversity in the classroom.
- IV. Essential Questions**
- What is the foundation of multicultural education?
 - How do class, ethnicity, race, gender, exceptionality, religion, language, and age impact multicultural education?
 - How do teachers initiate multicultural education in their own classrooms?
- V. Course Requirements:**

Class participation based on readings and other assignments:

Assigned readings from this book should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience. Class participation will also be assessed.

B. Homework Assignments

MC Logo, ABC Who Are We? Class Profile, MC StepOut

These projects are designed to build and enhance your understanding of your own cultural identity, your students' cultural identities, and the communities' cultural identity. (See calendar for due dates.)

C. Quizzes and Tests

You will have four summative assessments based on the readings in your textbook. (See calendar for tentative dates.)

D. Attendance and Formative Assessments

You will be give random formative assessments at my discretion to include graphic organizers, check lists, and other types of quick assessments. 30 of these points will be based on attendance (two points per class).

Analysis of Final Course Grade

Areas of Assessment	Possible Points	Your Score
Four Performance Assessments	50 pts each	200
Three Chapter Quizzes	50 pts each	150
One Final Exam	100 pts	100
Formative assessments / attendance	50	50
Total points		500

VI. Grading Scale

A=100-90

B= 89-80

C= 79-70

D= 69-60

F= below 60

VII. Academic Honesty:

Academic honesty involves acts, which subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work.

The application of the University of Arkansas Academic Honesty Policy, as stated on in the 2008-2009 Undergraduate Studies Catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

VIII. Inclement Weather Procedure:

If Fayetteville schools are closed due to inclement weather, we will not have class.

IX. Attendance Policy and Late Work Policy:

Attendance—you have to be present to win! **All assignments are due on the due date** unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

*** Incompletes will not be given this semester due to departmental recommendations.

- X. Attendance is mandatory, since we only meet once a week, you are required to attend.**
- XI. Syllabus Changes:** The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board.

Welcome to class and good luck with the semester.
Learning is forever.

"It is as hard to see one's self
as it is to look backwards
without turning around."

Henry David Thoreau