

TE 822: Issues of Culture in Classroom and Curriculum
Fall 2010, Section 730 ONLINE

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Course Rationale and Objectives

In this course students will explore the sociocultural contexts and functions of schooling. We will examine students' cultural backgrounds in relation to classroom learning and school curriculum. Students will also explore effective multicultural curricula for all students. Specific attention will be given to how race, class, and gender (as cultural identities) impact the teaching and learning process. A focus on multicultural education as important for classroom learning and curriculum development is central in this course.

The following central questions will be examined regarding curriculum (Sleeter, 2005, p. 8).

1. What purposes should curriculum serve?
2. How should knowledge be selected, who decides what knowledge is most worth teaching and learning, and what is the relationship between those in the classroom and the knowledge selection process?
3. What is the nature of students and the learning process, and how does it suggest organizing learning experiences and relationships?
4. How should curriculum be evaluated? How should learning be evaluated? To whom is curriculum evaluation accountable?

Course goals include:

- ✚ We will reflect on our own and others' learning to teach to explore the questions: Why is critical self reflection important to becoming an effective educator? How does my social identity (e.g., race, class, gender, etc.) inform my pedagogy and practice?
- ✚ Understanding problems of practice in educating culturally diverse students and how to address those in the classroom.
- ✚ We will practice the skills of *critical analysis* as we read, discuss and reflect on readings during the seminar. In doing so, we will ask ourselves: What has been my experience, if any, with developing and implementing multicultural curriculum for culturally diverse students? What is effective pedagogy and practice?

I have chosen the Banks & Banks and Sleeter texts as a way for us to explore various approaches to multicultural education and curriculum reform. As practitioners, you will need to come to your own conclusions about what instructional strategies and curricular materials are most effective for meeting the needs of culturally diverse youth.

Required Texts:

- Banks, J. A., & Banks, C. A. (Eds.). (2010). *Multicultural education: Issues and perspectives, 7th edition*. John Wiley & Sons.
- Sleeter, C. E. (2005). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York, Teachers College Press.

Recommended Text:

- Au, W., Bigelow, B., & Karp, S. (2007). *Rethinking our classrooms volume 1 – revised edition*. Milwaukee, WI: Rethinking Schools, Ltd.

Course Evaluation

Grades will be determined as follows:

Participation	25%
Critical Response Papers (7)	35%
Educational Autobiography	5%
Curriculum Unit Group Project	20%
Teacher Interview Paper	15%

Course Norms, Expectations and Procedures

Based on a seminar format, we will use a combination of large and small group discussion and/or presentation to explore the big ideas of the course. All communication in this course will be asynchronous, therefore you have a lot of flexibility in when you access the course.

Active and Timely Participation

This is a graduate course, and I have an obligation to push your thinking in powerful ways. Thus, I have designed this to be an intellectually demanding experience. Be sure to set aside time for the reading, writing and discussion that are asked of you. ***I also ask that you log on to ANGEL at least 2x/weekly in order to stay apprised of course announcements and participate actively in our discussions.*** It is important that you don't fall behind. Although our communication will be asynchronous in this course, we will rely heavily on collaborative work. Active and timely participation is expected.

Respectful Discourse

An online environment is different from face-to-face. We make comments to one another, but we don't always know how they are being interpreted. Keep this in mind as you participate in our discussion forums. ***Be thoughtful and respectful at all times.*** Choose your words carefully and kindly. This is a graduate course and I want to provide you with a safe place to critique and assess ideas, not people.

Questions for the Professor

When you have specific questions for the professor (e.g. using ANGEL, an assignment or your grade) **send an email directly to me** using “TE 730” in the subject line. My goal will be to respond to you within 24 hours during the week.

A note on using the MSU Library electronically: As distance learning students, you may not have the opportunity to visit the MSU Library personally. To gain access electronically to the MSU Library, go to its homepage and follow the directions for re-setting your browser (click on the “Computers” tab at the top of the page and then on “Off Campus Access”). Many graduate and undergraduate students often find that browsing in the library journals is a good way to enrich their knowledge of a subject. Using the MSU Library, and the other online resources in TE 730, will demonstrate how learning via the Internet can be an endlessly interactive activity limited only by your interests (as well, of course, as your time!). Again: Remember to reset your browser if you want access to the MSU Library from an off campus computer.

Assignments

Educational Autobiography - due September 1, 2010 (5% of course grade)

This short assignment is designed for me to get to know each of you better, and for you to have practice downloading and uploading assignments. One purpose of this assignment is to familiarize you with ANGEL before the course begins.

Critical Response Papers – due every other week (35% of course grade)

There are seven critical response papers, one due every other week beginning the third week of class. These essays should be a **maximum** of 500 words each, minimum of 325 words. Use the word count function on your word processing program to ensure that you stay within limits. The maximum word limit on the essays requires you to be concise since it is often more challenging to write shorter pieces than longer ones. The critical response papers make up 35% of the course grade. Students post these essays in the appropriate drop box, and the professor returns them with grades and brief comments.

In each response paper, students should make analytical and reflective responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. **Response papers SHOULD NOT summarize the readings. Also, you must cite at least two references in APA format in your paper.** The following questions might help guide your thinking when preparing your papers.

1. How have the week’s readings informed your thinking about multicultural education goals for your own classroom and for curriculum?
2. In what ways, if at all, have the week’s readings challenged your beliefs about the importance of honoring and integrating cultural differences in teaching and learning?

3. How do your own values and life (school included) experiences shape your response to the reading material?
4. How might the authors' work help improve education, particularly for traditionally culturally marginalized youth (e.g., students of color, ELL students, SPED students, low-income students) in schools?

Critical response papers should be uploaded to the appropriate ANGEL dropbox in each weekly folder no later than 12:00noon on Monday of the week the readings are assigned. The first critical response paper will be due on Monday, September 13th All assignments should be typed, double spaced, with one inch margins and a standard 12 point font. Include your name and course section number. References to course readings or outside texts should be cited using APA style, the citation protocol for the social sciences (which includes the field of Education). **A reference list should be included and is not part of your word limit count.**

Assessment:

The response papers will be evaluated according to the following criteria:

- a) The essay has a clearly stated thesis in its introduction.
- b) The essay shows the author has thought carefully about the issues raised in the readings.
- c) The author supports the essay's argument/opinion with relevant, detailed evidence, examples and sound logic.
- d) The essay is based on the readings/viewings/lecture (short quotations, properly cited, are recommended).
- e) The author considers alternative viewpoints to his or her own.
- f) The essay is well organized (uses multiple paragraphs to make distinct points; stays focused; includes an introduction and conclusion).
- g) The writing is focused and clear; the author does not rely on educational jargon or terms; the essay has no grammatical or spelling errors.

Participation/Discussion Board Postings and Responses (25% of course grade)

Participation is evaluated by your discussion board postings. You will post reflections to the readings that are viewable by your peers each week in a Team discussion board. These postings (a maximum of 300 words, minimum of 250 words) should focus on students' responses to the readings. They are more "open-ended" than the response papers and are intended to provide a way for you to hear your classmates' thinking on the issues and instructional approaches. The postings must draw upon the readings, but they can also have application to issues and dilemmas that you have faced in your own teaching or that you are aware of in the broader field of education. (Students can use other course materials, but are not required to do so). **You must post your reflection to the weekly readings by Monday of each week at 5pm, beginning Monday, September 13th.** You will be assigned to a Team prior to the first submission due date.

Each student is required to post **two follow-up** responses in the discussion forum. One will be in response to a team member's questions, comments, and ideas. The other one will be in response to a peer from *the other team(s)* in your discussion forum. You can be critical, although you must do so civilly, and you must back up your argument with evidence. Tone can be very

difficult to decipher in this medium, so re-read your posting to be sure it's not only clear and easy to follow, but also respectful. **Your follow-up postings should be made by 5pm on the Wednesday following the Monday postings (i.e. 48hrs).**

Assessment:

The discussion board postings will be evaluated along the following criteria:

- a) The posting demonstrates a thorough understanding of the assigned readings
- b) The posting is not merely a summary of the readings but reveals the author's own viewpoints on the issue(s) to spark discussion
- c) The writing is focused and clear; the author does not rely on educational jargon or terms; the posting has no grammatical or spelling errors.

Note that these discussion boards are for student use, so I as the instructor will not add to the discussion on a regular basis. I will read each entry and will contact you if I have questions or if I do not think your postings are meeting course expectations.

Teacher Interview Paper - due November 15, 2010 (15% of course grade)

For this assignment, you will identify and interview a teacher who is known for his/her commitment to multicultural education. You will interview them to understand how a multicultural curriculum is implemented. Your paper write-up should focus on the content of the curriculum, materials used by the teacher and students, the instructional strategies, and the environment in the classroom. You might want to include anonymous artifacts of student work, and if at all possible, conduct a classroom observation. Detailed requirements for this assignment will be distributed at a later date.

Curriculum Unit Group Project - due December 13, 2010 (20% of course grade)

For the final project, students will collaborate with their team members to develop a multicultural curriculum unit on a particular topic. Detailed requirements for the assignment will be distributed at a later date.

Late Work

Ordinarily, no make up assignments are permitted. Late submissions are allowed only in the case of formally documented situations that are serious enough to prevent a student from completing the work and are outside the student's control, such as documented medical emergencies. Extracurricular activities do not fall into this category. In the absence of a verifiable emergency, prompt notification to the professor is required well before the assignment due date.

Communication

Students should check their e-mail and their ANGEL accounts frequently for messages from the professor or from classmates. I welcome communication from each of you via email or phone. A word of caution, however, when using email: please re-read your messages for clarity and tone. If your questions are unclear, or if your questions and/or my responses are complicated, I may suggest a phone conversation in place of an email conversation. Also, do not email attachments of assignments requesting review. I may suggest you send me an excerpt from an assignment if I think your question can be best

answered by a quick look at your work. However, as a principle, I do not review entire drafts of assignments.

Incomplete Grades

University policy: When special or unusual circumstances occur, the Instructor may postpone assignment of the student's final grade in a course by use of an I-Incomplete. *The I-Incomplete may be given in the following circumstances:* The student (a) has completed at least 12 weeks of the semester (in this case, three weeks), but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; (b) has completed satisfactory work in the course; and (c) in the Instructor's judgment can complete the required work without repeating the course.

Academic Honesty and Citations

I assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the University's student conduct code.

The principles of truth and honesty are recognized as fundamental to the community of teachers and scholars. This means that all academic work is prepared by the student to whom it is assigned, without unauthorized aid of any kind.

Incidents of plagiarism are taken very seriously and will be pursued and punishment can result in automatic failure of the course. Students are warned not to use any text verbatim on any class assignments without quotation marks and source citations. Warning: do not go to a site like Wikipedia (generally not a reliable or effective source anyway), copy and paste, and then "rearrange" words or sentences or replace a few words here and there – that constitutes plagiarism! If you have any questions, please ask!

Directions for APA style for references and citations are available at http://webster.comnet.edu/apa/apa_index.htm and many other places on the web. Students may also wish to purchase the *Publication Manual of the American Psychological Association* (5th ed. American Psychological Association: New York, 2001).

For University regulations on academic dishonesty and plagiarism, refer to

<http://www.vps.msu.edu/SpLife/rule32.htm>

<http://www.msu.edu/unit/ombud/plagiarism.html>

Additional Course Readings

Bicard, S., & Heward, W.L. (2010). Educational equality for students with disabilities. In J. Banks, and C. A. Banks. (Eds.), *Multicultural education: Issues and perspectives, 7th edition* (pp. 315-341). New York: John Wiley & Sons.

Carter, D. J. (2008). On spotlighting and ignoring racial group members in the classroom. In M.

- Pollock (Ed.), *Everyday antiracism: Concrete ways to successfully navigate the relevance of race in school* (pp. 230-234). New York, NY: The New Press.
- Carter, D. J. (2008). Achievement as resistance: The development of a critical race achievement ideology among Black achievers. *Harvard Educational Review*, 78(3), 466-497.
- Freire, P. (1993). Chapter 2. *Pedagogy of the oppressed, 30th anniversary edition* (pp. 71-86). New York: Continuum.
- Gay, G. (2000). Power Pedagogy through Cultural Responsiveness. In *Culturally responsive teacher: Theory, research & practice* (pp. 21-43). New York: Teachers College Press.
- Harry, B., & Klingner, J. (2006). Constructing learning disabilities: Redundancies and discrepancies. In *Why are so many minority students in special education? Understanding race and disability in schools* (pp. 132-145). New York: Teachers College Press.
- Harry, B., & Klingner, J. (2006). Constructing behavior disorders: From troubling to troubled behavior. In *Why are so many minority students in special education? Understanding race and disability in schools* (pp. 146-158). New York: Teachers College Press.
- Hilliard, A. G. (2007). Teachers and cultural styles. In W. Au, B. Bigelow, & S. Karp., *Rethinking our classrooms volume 1 – revised edition* (p. 152). Milwaukee, WI: Rethinking Schools, Ltd.
- hooks, b. (1994). Engaged pedagogy. In *Teaching to transgress: Education as the practice of freedom* (pp. 13-22). New York: Routledge.
- Kissinger, K. (2007). Holding Nyla: Lessons from an inclusion classroom. In W. Au, B. Bigelow, & S. Karp. (Eds.), *Rethinking our classrooms volume 1 – revised edition* (pp. 25-27). Milwaukee, WI: Rethinking Schools, Ltd.
- Kohl, H. (2007). I won't learn from you: Confronting student resistance. In W. Au, B. Bigelow, & S. Karp., *Rethinking our classrooms volume 1 – revised edition* (pp. 165-166). Milwaukee, WI: Rethinking Schools, Ltd.
- Ladson-Billings, G. (1994). Culturally Relevant Teaching. *The dreamkeepers: Successful teachers of African American children* (pp. 102-126). San Francisco: Jossey Bass.
- Lopez, N. (2002). Rewriting race and gender high school lessons: Second-generation Dominicans in New York City. *Teachers College Record*, 104(6), 1187-1203
- Mayo, C. (2010). Queer lessons: Sexual and gender minorities in multicultural education (pp. 209-227). In J. A. Banks and C. A. Banks (eds.), *Multicultural Education: Issues and perspectives, 7th edition*.
- McLaren, P. (2007). Critical pedagogy: A look at the major concepts. In *Life in schools: An introduction to critical pedagogy in the foundations of education, 5th ed.* (pp. 194-219). Boston, MA: Pearson Education, Inc.
- McNeal, L., & O'Rourke, C. (2009). The legal foundation for special education. In C. O'Rourke (Ed.), *Special education for all teachers, 4th edition* (pp. 31-62). Dubuque, IA: Kendall/Hunt.
- Pederson, K. S., & Kitano, M. K. (2006). Designing a multicultural literature unit for gifted learners. *Gifted Child Today*, 29(2), 38-49.
- Pollock, M. (2008). Introduction: Defining everyday antiracism. In M. Pollock (Ed.), *Everyday antiracism: Concrete ways to successfully navigate the relevance of race in school* (pp. xvii-xxii). New York, NY: The New Press.
- Tomlinson, C. A., Gould, H., Schroth, S., & Jarvis, J. (2006). Multiple case studies of teachers and classrooms successful in supporting academic success of high potential low economic students of color. The National Research Center on the Gifted and Talented

General Grading Rubric

Points	4 Point Scale	Description
95-100	4.0	This represents outstanding and exemplary work. The student uses and integrates readings, classroom discussions, and field experiences (where appropriate) to inform his/her writing. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The writing contains no errors in grammar, punctuation, and spelling.
90-94	3.5	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. The student meets all the requirements of the assignment, is thoughtful and provides some details and examples to support ideas. The writing contains very few errors in grammar, punctuation, and spelling.
85-89	3.0	This represents good quality work, performed at the expected level for graduate study. The student uses some readings, classroom discussions, and field experiences to inform writing. The student meets all requirements of assignment, attempts to engage with the purposes of the assignments, and provides details and examples to support ideas. The writing contains few errors in grammar, punctuation, and spelling.
80-84	2.5	This represents work below the expected level of quality for the TE program. The student does not include appropriate references to relevant readings, class discussions, and field experiences to inform writing. The student does not meet all requirements of assignment. The student's writing represents a limited attempt to engage with the purposes of the assignment, few details and examples to support writing. The writing includes many errors in grammar, punctuation, and spelling.
75-79	2.0	This represents work significantly below the expected level of quality. The student's writing includes many errors in grammar, punctuation, and spelling. The work shows little evidence of having read course readings, or of use of classroom discussions. The writing meets few of the assignment's requirements. The student demonstrates a minimal attempt to engage with the purposes of the assignment, with no details or examples to support the ideas.

Course Schedule

*****This is a draft, and it is subject to change*****

Week and Dates	Session Topic	Reading	Assignment Due
Week 1 (9/1 through 9/4)	Course Introduction	Read: <ul style="list-style-type: none"> • Course Syllabus 	Educational Autobiography Due 9/1
EXAMINING PEDAGOGY AND INSTRUCTIONAL APPROACHES			
Week 2 (9/5 through 9/11)	Central Curriculum Questions	Read: <ul style="list-style-type: none"> • Sleeter, Ch. 1 	
Week 3 (9/12 through 9/18)	Rethinking Culture and Teachers' Beliefs about Knowledge	Read: <ul style="list-style-type: none"> • Banks & Banks, Ch. 2 • Sleeter, Ch. 2 • Rethinking Classrooms, Hilliard 	Critical Response Paper (CRP) #1 Due 9/13
Week 4 (9/19 through 9/25)	Pedagogies that Support Multicultural Education	Read (split): <ul style="list-style-type: none"> • Critical Pedagogy • Gay (CRP) • Ladson-Billings (CRT) • Freire, Ch. 2 • hooks, Engaged Pedagogy 	
Week 5 (9/26-10/2)	Multicultural Curriculum Reform	Read <ul style="list-style-type: none"> • Banks & Banks, Ch. 10 • Sleeter, Ch. 3& 5 	CRP #2 Due 9/27
EXAMINING CULTURAL DIFFERENCES IN LEARNING			
Week 6 (10/3 through 10/9)	Rethinking Exceptionality: Disability and Special Education	Read: <ul style="list-style-type: none"> • Banks & Banks, Chs. 3, 14 • Rethinking Classrooms, Kissinger • McNeal & O'Rourke <p>Inclusion video clip: http://www.youtube.com/ watch?v=o5WCX-998vs</p>	
Week 7 (10/10 through	Rethinking Race and Ethnicity in the	Read <ul style="list-style-type: none"> • Banks & Banks, Ch. 	CRP #3 Due 10/11

Week and Dates	Session Topic	Reading	Assignment Due
10/16)	Classroom and Curriculum	11 <ul style="list-style-type: none"> • Carter, 2008 • Pollock, 2008 • Rethinking Classrooms, Tenorio (pp. 20-24) • Rethinking Classrooms, Gutstein (pp. 106-108) • Rethinking Classrooms, Delpit (pp. 158-160) • Sleeter, Ch. 8 <p>Recommended:</p> <ul style="list-style-type: none"> • Rethinking Classrooms, The Council on Interracial Books for Children (pp. 10-11) 	
Week 8 (10/17 through 10/24)	Rethinking Exceptionality: Gifted Education	<p>Read</p> <ul style="list-style-type: none"> • Banks & Banks, Ch. 15 • Pedersen & Kitano • Tomlinson et al. <p>Youtube clip of Donna Ford on Gifted Education: http://www.youtube.com/watch?v=adMFCNdbIsA (start at 4min, 28sec for gifted comments; stop at 10:38)</p>	CRP #4 Due 10/18
Week 9 (10/24 through 10/30)	Rethinking Gender in the Classroom and Curriculum	<p>Read</p> <ul style="list-style-type: none"> • Banks, Ch. 8 • Lopez • Rethinking Classrooms, Pelo <p>Recommended</p> <ul style="list-style-type: none"> • Banks & Banks, Ch 6 	

Week and Dates	Session Topic	Reading	Assignment Due
		<p>Video Clips</p> <ul style="list-style-type: none"> • Beauty Pressure http://www.youtube.com/watch?v=Ei6JvK0W60I • A Dove Film - Girl's Self-Esteem http://www.youtube.com/watch?v=4ytjTNX9cg0&feature=related • Tough Guise: Opening Montague http://www.youtube.com/watch?v=Mmy2IHYq_y8&feature=fvw • Tough Guise: Violence, Media and the Crisis in Masculinity http://www.youtube.com/watch?v=3exzMPT4nGI 	
Week 10 (10/31 through 11/6)	Rethinking Language in the Classroom and Curriculum	<p>Read</p> <ul style="list-style-type: none"> • Banks & Banks, Ch. 12 • Rethinking Classrooms, Christensen 	CRP #5 Due 11/1
Week 11 (11/7 through 11/12)	Rethinking Social Class Differences in Classrooms and Curriculum	<p>Read</p>	Teacher Interview Paper Due 11/15
Week 12 (11/14 through 11/20)	Rethinking Sexual Orientation in the Classroom and Curriculum	<p>Read</p> <ul style="list-style-type: none"> • Friend • Rethinking Classrooms: Cowhey • Rethinking Classrooms: Gordon 	CRP #6 Due 11/15

Week and Dates	Session Topic	Reading	Assignment Due
		<ul style="list-style-type: none"> • Denizet-Lewis • Mayo 	
Week 13 (11/21 through 11/27)	Rethinking Community and Family Involvement	Read <ul style="list-style-type: none"> • Banks & Banks, Ch. 17 	
Week 14 (11/28 through 12/4)	Rethinking Students' Responses to the Learning Environment	Read <ul style="list-style-type: none"> • Rethinking Classrooms, Kohl • Carter, 2008 • Sleeter, Ch. 6 	CRP #7 Due 11/29
RETHINKING ASSESSMENT AND EVALUATION			
Week 15 (12/5 through 12/11)	Rethinking Assessment and Evaluation	Read <ul style="list-style-type: none"> • Sleeter, Ch. 4 • Rethinking Classrooms, Christensen 	
Week 16 (12/12 through 12/17)	FINALS WEEK		Curriculum Unit Project Due 12/13 by 11:59pm