University of Wisconsin – La Crosse

EDS 206 Multicultural Education

Spring 2022 | [redacted] 3 Credits | [redacted]

Instructor Information

Instructor: [redacted]
Office Location: [redacted]
Office hours: [redacted]
Email: [redacted]

Course Description

This introductory diversity course explores the role that multiculturalism plays in schools and the broader society. This course examines aspects of identity from anthropological, sociological, historical, political, and economic perspectives and how they intersect in school settings. It uses schools as the site for analyzing the ways in which aspects of minority cultures are addressed and incorporated into educational instruction in public schools. Through engagement with diverse texts, activities, and presentations, it prepares students for teaching and working in increasingly diverse and pluralistic schools and communities, and specifically with minority cultures. Moreover, the course maintains a concerted focus on how students, teachers, parents, and community members experience and perceive schooling in the United States. The students in the course develop a nuanced understanding of cultural representation at the individual, institutional, and societal levels by critically examining key texts as well as their own personal experiences. Finally, the course provides future teachers and all citizens with the analytical and pedagogical tools to ensure that multiculturalism is valued, cultivated, and promoted in classrooms across the U.S.

Essential Question

Many constructivist classes (like this one) have an essential question [EQ] that situates the class's inquiry. This is an over-arching, open-ended, oft-contested, and enduring question that is, and should be, difficult to answer in absolutes. If used correctly, this question is the root from which all other content and questions will grow. For the entirety of this class, we wil

investigate the following question:

EQ: As future educators, how do we think, act, and teach so that all students-regardless of gender, sexual orientation, race, class, ethnicity, first language, ability, or other cultural characteristics—have equitable opportunities for a high-quality education in school?

Essential questions are often explored through Guiding Questions [GQ], which are sub-questions that "guide" us toward answering essential questions. I plan to assess your answers to the guiding questions through the use of formative assessments, or evidence I collect to assess what you know, what you don't know, and what directions I should head in my curriculum. The Gas in class may be directly or indirectly asked, and, as future educators, you should be considering what and how you question your future students.

Course Objectives/Student Learning Outcomes (SLOs)

By the end of this course you will be able to:

- Understand the cultural views expressed and represented in school systems in the U.S. Practice culturally relevant pedagogical communication techniques.
- Recognize cultural biases in teaching and learning materials.
- Understand the theoretical and conceptual basis for multicultural education.

Student Responsibilities

1. **Active participation** is critical in an online class. Active participation is defined by (1) thoroughly reading posts and artifacts, (2) respectful and thoughtful responses to your colleagues, (3) the ability to engage in respectful disagreement, (4) asking helpful questions, and (5) demonstrating a willingness to share diverse ideas and perspectives. Communication is key to understanding others.
2. When you **need assistance** and need to contact me quickly, please use your UWL email account, do not contact me through Canvas itself. I will contact you throughout the session regarding any course information pertinent to your success in the class on Canvas, but all individual concerns should be through UWL email. As for email responses, I typically respond within a day. Please do not assume I sit at my computer and can respond moments after your email. Ig you wait to the last minute, especially, within 48 hours of a due date, having others in class to reach out may be your best solution. If you need/want to speak to me directly, email me to set up a Zoom meeting.
3. **Carefully Complete Assignments-**Several written assignments are due throughout the semester (see assessments). Be sure to check your writing carefully; I pay attention to organization, content, and syntax. High-quality work is expected. All written assignments turned in via Canvas dropbox should be standard typed format: 1**2-point Times New Roman**

font, double-spaced with 1 inch margins. Always proofread thoroughly, and submit online. I expect the following in your written responses:

- **Organization:** Use an easy to follow structure, logic, transitions, and always have a well developed introduction and conclusion.
- **Conventions:** It is expected you utilize punctuation, grammar, spelling, paragraphing, proofreading, layout, professional language, and approach/ tone (avoiding colloquialisms, slang, and informal English).
- **Content:** You should demonstrate comprehension, insight, focus, and clarity.
- **Rigor:** Your writing should include depth of thought and reflection, elaboration of ideas; use observations, examples, applications, and analysis to support statements; posing critical questions relevant to readings/class discussions.
- **Voice:** This expectation is about you as an individual. Hearing your own words (supposed by others using sources) is expected. Stringing sources together is not using your voice. Each writing should focus on your own voice, utilizing others to reinforce your words, not substituting for yours.

Textbook and Materials

Adams, M., Blumenfeld, W.J. Castaneda, C. Hackman, H.W., Peters, M.L., & Zuniga, X. (2018). *Readings for Diversity and Social Justice [RDSJ] (4th Edition).* New York: Routledge.

Gorski, P.C., & Pothini, S.G. (2018). *Case Studies on Diversity and Social Justice Education (2nd Edition).* New York, NY: Routledge.

Selected other readings, which will be available on the Canvas.

Grading Scale

Letter Grade	Point Value	Percentage Equivalent
A	461-500	93-100%
AB	441-460	89-92%
B	411-440	83-88%
BC	391-410	79-82%
C	346-390	70-78%
D	300-345	60-69%
F	<300	59% - below

Course Assessments

1. **Artifact Discussions—300 points (25 points for each of the 12)**

Students are expected to post an artifact (e.g., meme, article, poem, song, short YouTube video, movie or TV show clip, StoryCorps video (https://storycorps.org/) or whatever other item found that connects to the reading or topic. Artifacts must directly connect with ideas/themes in assigned reading(s).

Step 1: Initial artifact posts are due by 12:00 p.m. (NOON) CST Thursday the week the readings are assigned–after the readings have been read and discussed. You will submit each initial artifact into the appropriate discussion thread. With each artifact you submit to the discussion, you must include a 4-5 sentence explanation of how the artifact connects with the readings/topic for that week (the readings you just did for that Monday and Wednesday)..

Artifact discussions are due on Jan 27, Feb 3, 10, 17, 24, Mar 10, 24, 31, Apr, 7, 14, 21, 28, and May 5

Step 2: Each student is expected to engage with comments on their artifact post thread as well as with a minimum of 4 other students during the day regarding their artifact post. You engage on 5 threads (yours + 4 others). It is expected that you will engage with all of your classmates over the session, not the same few repetitively. Peer responses to classmates' artifact posts are due each Friday by 12:00 p.m. (NOON) CST.

Further, engagement means participating in conversation(s); thus, s**imple supportive comments or generic responses will not count as engagement.** Sustained conversations with commentary, questions, suggestions, connections are expected. These conversations may begin as soon as artifacts are posted and must be completed by NOON the day following the post's due date. Engagement also means with your own artifacts: (1) you should interact with your peers as they comment/engage on your artifact post; (2) offer different types of artifacts—do not always post the same type of artifact, mix it up throughout the semester.

For example, the first Artifact-Discussion post is due by January 27, 2021 at 12:00 p.m. CST. Once you post, you have till January 28, 2021 at 12:00 p.m. to respond to 4 peers' artifacts.

POINTS: Your Artifact Post is worth up to 15 points. Each response to a classmate's Artifact Post is worth up to 2.5 (2.5 x 4=10).

3. Attendance & Participation—100 points

Attendance and promptness is mandatory and essential to the learning process. There is a fair amount of "discussion-based" learning in this course, meaning that active participation is critical and will affect your grade. It is crucial for each student to be present and involved in discussions. Failure to complete activities and/or participate in discussion threads will result in a loss of points.

4. Student-Led Presentation—100 points Your engagement with classmatess' presentation is worth an additional 50 points.

Your engagement in classmates' presentations is worth 50 points.

This screencast performance (or in-class presentation) allows you to demonstrate your learning through a peer-led lesson. In your video presentation (or in class presentation), you should treat your peers as if they are students in your class. You will teach a lesson on the weekly discussion area, and presentations should include at least one activity related to the lesson at hand. This presentation needs to be a distinct video file that you are sending to me, not a link to another site. You will be expected to submit your file to [redacted] by 12:00 PM (CST) the day before your presentation is to be presented in order to upload into the module. Video file formats such as avi, mp4, wmv, m4v, or mov are likely to be the easiest to access. DO NOT send a link to another source, such as YouTube. If your file is too large to email to [redacted], you may upload your screencast into a Google folder and send a shareable link to [redacted] (to post) where others can access the file.

Your focus should address how the issue affects the classroom and/or society in general. The assignment should be appropriate to your contemporary age, but you should also address how the issue is addressed in multiple age ranges in the classroom/society.

Students are responsible for presenting the day scheduled. Failure to submit a file to the instructor for the module the day before the presentation is scheduled will result in a zero (0) point grade for this assignment. Each presentation is scheduled to align with the course work; therefore, no excuses for technology issues.

5. ACT 31 Reflection Paper—100 points

This is a reflective essay (approx. 2-3 pages), with two parts, which will serve as a 'call to action' and not simply a regurgitation of the information. This is an opportunity to (1) share your voice concerning the ACT31 initiative / legislation, (more importantly what / how you will address Native American history within your future classroom) and (2) consider /discussion your personal identity within society.

The purpose of this project is to develop a coherent story of your socialization and education within the family, school neighborhood / social organizations, which explicitly examines how your views toward issues of race, class, ethnicity, gender, culture, language, sexual orientation, ability, religion, and other social categories. Simultaneously, you will consider and explore ACT31 and how you will view native peoples in relation to your positionality within society. This assignment requires you to explore the development of your own social/cultural identity as a way to better understand how race, class, and gender (etc.) affect people's lives. (See EDS 206 ACT 31 Reflection Paper document posted on Canvas).

Course Assignment Summary

Assignment	Points	Due Date	Total % Final Grade
Artifact Discussions	300 points total/25 points each (12 total)	*Jan 27, Feb 3, 10, 17, 24, Mar 10, 24, 31, Apr, 7, 14, 21, 28, and May 5*	47%
Attendance & Participation	100 points	Ongoing	15%
Student-Led Presentation	100 points	Varies	15%
Participation in Peers' Presentations	50 points	Varies	8%
ACT 31 Reflection Paper	100 points	May 6, 2022	15%
650 points			**100%**

Academic Success and Overall

At UWL, we support your academic success and overall health. We know that students often experience a range of stressors that can impact learning and well-being. If you or someone you know is experiencing mental health concerns,or could benefit from effective academic strategies, there are free and confidential resources available to enrolled students through the Counseling & Testing Center (CTC). To learn more, visit CTC's website or call 608-785-8073.

UW-La Crosse Policy Statements

UWL encourages students to know the campus' important policies related to Covid-19 health statement, academic integrity & misconduct, religious accommodations, sexual misconduct, student concern procedures, students with disabilities, and veterans & active military

personnel. These policies and statements can be found on the Syllabus Information website.

Individual instructors will articulate course requirements and any additional policies in the course syllabus and/or on a Canvas site associated with the course. UWL also encourages students to take advantage of the campus' many and varied student success resources; a listing is found on the UWL Student Success website.

Name/Pronouns

I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriatechanges to my records. UWL has a preferred name policy and UWL's Pride Center is additional assistance.

UWL has an array of support for your success, and the website below makes sure you know about all of them. Please take the time to investigate the resources available, via the Student Success website. If you would like help finding what you need, please do talk with me.

Late Work

NO POINTS will be awarded for late work, unless the student and the instructor have developed a plan of action PRIOR to the due date. No PRIOR plan will be established for the student-led presentation. Extra credit is not an option for this course.

Conceptual Framework for Teacher Education

The student learning outcomes associated with this course aligns with the vision and mission of the UW-La Crosse Teacher Education Program.

Vision: The School of Education at UW-La Crosse strives to become a leader in the preparation of globally responsive teachers through a University-wide commitment to teacher education.

Mission: The mission of the School of Education is to develop within its graduates a commitment to the teaching profession, a profound respect for the dignity of all learners, and the professional competencies that enable them to be effective teachers and responsible citizens in a diverse world.

In addition, the projects and pedagogical activities associated with this course afford students opportunities to engage in learning that aligns with InTASC Model Core Teaching Standards (CCSSO's Interstate Teacher Assessment and Support Conortium, 2011). The InTASC, which is part of The Council of Chief State School Officers (CCSSO), created a set of model core teaching standards that outline what teachers should know and be able to do to effectively educate PreK-12 students and subsequently ensure students are career and/or college ready. These are the standards Teacher Education Candidates around the state of Wisconsin and in other states are required to meet. See: https://ccsso.org/resource-library/intasc-model-core-teaching standards-and-learning-progressions-teachers-10

Further, UW-La Crosse has established Essential Dispositions in relation to professionalism for teacher candidates. You will want to review these dispositions and begin to embody these dispositions as a future educator and/or professional in general:

- The candidate has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life
- The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.
- The candidate takes responsibility for helping to establish a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- The candidate is committed to improving his/her teaching through reflection, assessment, and learning as an ongoing process.
- The candidate is open-minded, objective, and reflective learner.
- The candidate is wholeheartedly committed to personal and professional growth and shows dedication to school/community.
- The candidate is concerned about all dimensions of a student's well-being (physical, mental, social, emotional, and spiritual), and is alert to signs of difficulties.

Technical Support

For tips and information about Canvas visit the UWL Canvas Guide for students; this site also links to the 24/7 Canvas support. Check your browser compatibility with Canvas. If you are having Canvas login issues or need general computer assistance, contact the Eagle Help Desk.

Academic Services and Resources

UWL also encourages students to take advantage of the campus' many and varied student success resources.NOTE: Additional readings will be included during the semester as part of the student-led presentations. Individual presenters will be responsible for disseminating additional readings to the entire class prior to the presentation.