

ADVANCED SOCIO-CULTURAL PERSPECTIVES ON EDUCATION (EDME 502)
SUMMER 2014--JULY 28-AUGUST 1

Instructor:	Obed Mfum-Mensah
Contact Info:	OMfum-Mensah@messiah.edu
Phone:	796-1800 x 7380
Office:	BOYER 404
Office Hours:	MWF: 1:00-2:00 [<i>Also available by appointment</i>]

Faculty Expectations of Students:

Class Notes, PowerPoints, Videos, etc. will be available in the Resources section, Modules and Pages of the course (Canvas). PPTs may include videos, voice recordings and/or additional requirements for the week.

Daily Schedule: Before the beginning of the intensive week and/or the end of each day, I will post an announcement that will give an overview of your requirements. These are already posted in the calendar of the syllabus and in the assignments section of Canvas. Also, be sure to read through the entire course schedule so you can plan ahead. It is your responsibility to keep up with the requirements and due dates.

Announcements: I encourage you to visit Canvas at least thrice every day and make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information and be simultaneously sent via email.

Instructional Time: We are required to have a minimum of 42 hours of instructional time. The instructional time will include seminars, lectures, required videos, discussions of journaling of required readings. The estimated time for the instructional and non-instructional time is posted in the chart at the end of the syllabus. The 42 hour minimum of “instructional time” is mandated by the Pennsylvania Department of Education. Required weekly *Instructional* (IT) and *Non Instructional* (N-IT) hours are clearly laid out in the weekly schedule.

Program Information

Minimum Hardware and Software Requirements

- **Internet Connection:** High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- **Browser:**
 - Mozilla Firefox 3.0 or higher (required)
- **Operating System Version:**
 - Windows® XP (recommended), or
 - Windows® Vista, or
 - Windows® 7, or

- MAC OS 10.5 or higher
- Processor: 2.0 – 4.0 GHz
- Memory (RAM):
 - Windows® XP: 512 MB or more; or
 - Windows® Vista: 1024 MB or more; or
 - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
 - MS Office 2007 or newer, or
 - OpenOffice 3.1, or
 - Google Docs
- Webcam and headset

Minimum Computer Skills Requirements

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

Technical Support for Students

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College's Information and Technology Services staff and provides "real person" assistance during the following times:

- By phone at (717) 796-1800 ext. 3333
 - 7am-11pm EST - Monday thru Friday
 - 8am-11pm EST - Weekends & Holidays
- Via email helpdesk@messiah.edu

In the event you need to leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, CANVAS – Help(for Students) tab.

Course Description:

This course provides an overview of the theoretical bases and practical implications of socio-cultural variables on education. It employs multiple social theories as analytical frameworks to provide new insights for students to be critical of the educational policies and practice and to promote pluralism of students, their communities, and teachers. It focuses on knowledge, reflection, and action (praxis) as the basis for social change and includes the study of socio-cultural variability and diversity in educational settings.

Program Objectives:

1. Foster collaborative relationships among students, families, and educators to foster the well-being of all learners.
2. Demonstrate intercultural competence.
3. Communicate effectively with a broad range of audiences.
4. Recognize the sociopolitical realities of schools and work to empower all students and families.
5. Build and maintain hospitable professional environments.
6. Prevent, manage, and resolve conflict within and between groups.

Course Objectives:

1. Examine from different theoretical perspectives, the nature of inter-group relations in U.S. society in order to shed light on the causes and complex dynamics of racism, classism, linguisticism and other forms of discrimination and inter-group conflict.
2. Describe historical and contemporary experiences and contributions of different minority groups and other underrepresented groups.
3. Analyze the influence on learning of such variables as race/ethnicity, class, language, gender, religion, geographical location among others, and to understand how discrimination based on these factors translates into school structures, policies, and practices that perpetuate inequality.
4. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.
5. Examine how race, ethnicity, gender, social class, geographical locations among other variables feature as important areas of contestation in the provision of education in the United States.
6. Develop a sound philosophical and pedagogical rationale for multicultural education and critically examine so as to interrogate educational policies and practices that perpetuate inequality and institutional discrimination.
7. Reconcile the contradiction of teacher and student and become critical co-investigators through dialogue, naming, reflecting, and acting upon our reality and contrasting it with the realities of others.
8. Articulate and practice an informed and faithful Christian response to diversity, a pluralistic society, social justice and reconciliation.

Learning Management System: We will use **Canvas** as our primary learning management system. Resources could be found on Canvas so do visit the site on a regular basis.

Textbook and Other Course Materials (in APA format):

Required Textbook

Adams, M., Blumenfeld, W. J., Castaneda, C. Hackman, H. W., Peters, M. L. and Zuniga, X. (2013). *Readings for Diversity and Social Justice* (3rd). New York: Routledge
[It is very important that students have the 3rd edition]

- Companion website: <http://cw.routledge.com/textbooks/readingsfordiversity/>

Additional required readings [Except those I have indicated that I will provide, additional required readings could be retrieved through Messiah College Library]

1. Allen, Rickey Lee (1999). The hidden curriculum of Whiteness: White Teachers, White Territory, and White Community. AERA. ERIC Document. Retrieved May 24, 2012, <http://www.eric.ed.gov/PDFS/ED434168.pdf> [instructor will provide PDF]
2. Anyon, Jean. (1980). Social class and the hidden curriculum of work. *Journal of Education* 162(1), 67-92. Retrieved May 24, 2012, from <http://www.jstor.org/stable/pdfplus/1179509.pdf?acceptTC=true> [Instructor will provide a PDF]
3. Asani, Ali, S. (2003). "So That You May Know One Another": A Muslim American Reflects on Pluralism and Islam. *Annals of the American Academy of Political and Social Science, Vol. 588, Islam: Enduring Myths and Changing Realities* (Jul., 2003), pp. 40-51. Retrieved May 24, 2012 <http://www.jstor.org/stable/pdfplus/1049853.pdf>
4. Barakert, J. & Cleghorn, A. (2008). Theories of Schooling. Sociology of Schooling. Pearson [instructor will provide PDF]
5. Cole, Michael (2010). What's culture got to do with it? Educational Research as a necessarily interdisciplinary enterprise. *Educational Researcher*, 39(6), 461-470. Retrieved May 24, 2012 <http://edr.sagepub.com/content/39/6/461.full.pdf+html>
6. Jones, R. (1999). I don't feel safe here anymore. Retrieved May 3, 2012, from <http://www.nsba.org/IDontFeelSafe>
7. McIntosh, P. (2000). White Privilege: Unpacking The Invisible Knapsack. Retrieved May 3, 2012, from www.iub.edu/~tchsotl/part2/McIntosh%20White%20Privilege.pdf
8. Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141. Retrieved May 24, 2012 from <http://www.sonoma.edu/users/f/filp/ed415/moll.pdf> [Instructor will provide PDF]
9. Moore, Robert B. (2009). Racism in the English language. In Ore, Tracy E. (2009). *The Social Construction of Difference and Inequality* 4th. Boston, MA: McGraw-Hill Higher Education [instructor will provide PDF]
10. Namulundah, Florence (2010). Gender: The business agenda in schooling. *Multiculturalism 101: The Practical guide series* (chapter 4; pp 49-66). New York: McGraw Hill Companies Inc. [instructor will provide PDF]

11. Ogbu, John, U. (1987). Variability in minority school performance: a problem in search of an explanation. *Anthropology & Education Quarterly* 18(4), 312-334. Retrieved May 24, 2012, from <http://www.jstor.org/stable/pdfplus/3216660.pdf>
12. Paris, Jenell Williams, & Schoon, Kristin (2007). Antiracism, pedagogy, and the development of Affirmative white identities among evangelical college students. *Christian Scholar's Review* 36(3), 285-301. Retrieved May 24, 2012, from <http://home.messiah.edu/~jparis/Text/Antiracism,%20Pedagog,%20and%20the%20Development%20of%20Affirmative%20White%20Identites%20Among%20Evangelical%20College%20Students.pdf>
13. Peña, R. A. (1997). Cultural differences and the construction of meaning: Implications for the leadership and organizational contexts of schools. *Education Policy Analysis Archives* 5(10). Retrieved July 19, 2012 from <http://epaa.asu.edu/ojs/article/view/611/733>
14. Riehl, P. (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach. In Todd, C.M. (Ed.), *School-age connections*, 2(6), pp. 1-3. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service. Retrieved January 2005 from http://www.nccc.org/Diversity/sac26_anti-bias.analyz.html
15. Rosado, Caleb (1996). What makes a school multicultural? Retrieved July 19, 2012 from <http://www.edchange.org/multicultural/papers/caleb/multicultural.html>,
16. Varghese, M M. and Johnston, Bill (2007). Evangelical Christians and English Language Teaching. *TESOL Quarterly* 41(1), 5-31.
17. Wiggan, G (2007). Race, School Achievement, and Educational Inequality: Toward a Student-Based Inquiry Perspective. *Review of Educational Research* 77(3), 310-333

Recommended Articles

- Bonilla-Silva, E. (2002). The linguistics of color blind racism: How to talk nasty about blacks without sounding "racist." *Critical Sociology*, 28(1-2).
- Christensen, L. (1990). Teaching standard English: Whose standard? *The English Journal*, 79 (2), pp. 36-4.
- Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In *Other people's children: Cultural conflict in the classroom* (pp. 167-183). New York: The New Press.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-111.
- Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), p. 816-852.
- Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural teaching. *Journal of Teacher Education*, 48(2).
- Schriedewind, N. (2005). "There ain't no white people here!": The transforming impact of teachers' racial consciousness on students and schools. *Equity & Excellence in Education*, 38 (p. 280-289).

- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).
- Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The Sociopolitics of English Teaching*. Tonawanda, NY: Multilingual Matters. EDUC 537/601: Foundations of Multicultural Education Dr. Amy Yamashiro Fast Train: Spring 2012 - Online
- Tatum, Beverly Daniel (2003). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books

Journals and Websites

- Culturally Responsive Pedagogy Resources on School Redesign.net
<http://www.schoolredesign.net/srn/server.php?idx=886>
- Debra Pope-Johnson—Cultural Education Resources
<http://www.education.gsw.edu/johnson/MulticulturalEducation.htm>
- Diversity and Culture, National Network for Child Care (NNCC).
http://cyfernet.ces.ncsu.edu/cyfdb/browse_3.php?cat_id=5&category_name=Diversity+and+Culture&search=NNCC&search_type=browse
- Electronic Magazine of Multicultural Education <http://www.eastern.edu/publications/emme/>
- Excellent electronic resource produced by the *Northeast and Islands Educational Laboratory* at Brown University. <http://www.lab.brown.edu/tl/tl-strategies/crt-principles.shtml>
- Multicultural Perspectives. Journal of the National Association of Multicultural Education.
<http://www.leaonline.com/loi/> or <http://www.nameorg.org/resources.html>.
- Defining Multicultural Education (from the Multicultural Supersite):
<http://www.edchange.org/multicultural/initial.html>
- Defining Multicultural Education (from the National Association of Multicultural Education)
<http://www.nameorg.org/resolutions/definition.html>
- Teaching Tolerance <http://www.tolerance.org/teach/index.jsp>

Extra Books, Chapters, Articles

- Banks, J. A., & Banks, C. A. McGee (Eds.). (2003). *Multicultural education: Issues and perspectives* (4th Ed.). New York: Wiley & Sons.
- Banks, J.A. & Banks, C.A. McGee (Eds.). (2001). *The Handbook on Multicultural Education*. San Francisco: Jossey-Bass.
- Bush, M. E.L. (2004). *Breaking the code of good intentions: Everyday forms of whiteness*. Lanham, MD: Rowman & Littlefield.
- Cochran-Smith, Marilyn (2004). *Walking the Road: Race, Diversity, and Social Justice in Teacher Education*. New York: Teachers College Press.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multicultural Matters.
- Erikson, F. (1996). Transformation and school success: The politics and culture of educational achievement. In E. Jacob & C. Jordan (Eds.), *Minority Education: Anthropological Perspectives* (pp.27-48). Norwood, NJ: Ablex Publishing.
- Gay, G. (2000). *Culturally responsive teaching: theory, research, and practice*. New York: Teachers College Press.

- LAB at Brown (2002). *The Diversity Kit: An Introductory Resource for Social Change in Education*. Providence, RI: Brown University. Available from <http://www.lab.brown.edu/tld/diversitykitpdfs/diversitykit.pdf>
- Lasley, T.J., & Mataczynski, T.J. (1997). *Strategies for Teaching in a Diverse Society*. Stamford, CT: Wadsworth Publishing.
- Levinson B. (Ed.) (2000). *Schooling the symbolic animal: Social and cultural dimensions of education*. Lanham, MD: Rowman& Littlefield.
- Nieto, S. (2002). *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah, N.J.: L. Erlbaum.
- Ore, Tracy E. (2009). *The Social Construction of Difference and Inequality* 4th. Boston, MA: McGraw-Hill Higher Education.
- Sleeter, C. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-105.
- Vogt, L.A., Jordan, C., & Tharp, R.G. (1996) Explaining school failure, producing school success: Two cases. In C. Jordon & E.Jacob (Eds.), *Minority Education: Anthropological Perspectives* (pp. 53-66). Norwood, NJ: Ablex Publishing.

Course Requirements: [for assessment of each requirement see rubrics on pp. 16—19]

Requirement [Daily]: Attendance and Personal Reflective Journals for Sharing [10%]

Students are required to read ahead and reflect on the *academic literature* before each class to facilitate the discussion. Daily journals should be **2-pages** in length, double spaced and must conform to APA style of organization and writing. The exercise is meant to help students examine concepts, ideas and opinions around sociocultural perspectives on education. Keeping a reflective journal enables students to think about the issues presented in the literature, develop reflective and critical thinking skills, and prepare for class discussions. A reflective journal is not a summary of what you read, so **do not** provide one. **Students should keep a copy of their daily journals in a file and upload the same in canvas. Due to the intensive nature of the course, students who read the required readings and make detailed notes ahead of time are likely to have more time reflecting on the issues during the seminars and lectures.**

In reflecting, you may:

- Discuss what you think
- Reflect upon your feelings in response to what you read
- Relate what you read to previous experience
- Discuss ideas you would like to explore in the future as a result of having read the chapter/article/book
- Account for learning new ideas you had not considered before
- Provide conclusions you thought of in response to the reading

In preparing to compose a reflective journal, you may ask yourself the following questions:

- What ideas from the readings caught my attention?
- What ideas from the readings were new to me?

- What is my personal response to the readings? What is the basis for such a response?
- What conclusions can I derive from the reading materials?
- How can I implement the ideas contained in the texts in my professional life?

Note: The above are suggestions to help you think critically about your journal entries. You do not have to address each one. They are meant to help you go beyond summarization.

Each day's reflection journals should be 1 page in length. The reflective journals are to help students formulate ideas for strong and effective participation in the daily discussions.

Assignment: [Wednesday July 30]: Extended Essay Presentation [10%]

Students present will review **four articles** that are topic-related for this course and present their review in class. The three articles you will be using should focus on a major aspect of sociocultural perspective on education that we will discuss in the course (See the list of additional readings on pages 2-5). Students must provide the titles, authors, summaries, and critical analysis of how the articles either support each other or challenge each other on the issue. The presentation should be 10 minutes maximum: In developing your presentation, do the following:

- Develop an overall thesis based on four articles you review. What are the major synthesis/issues raised in the articles? What perspective do the authors have on the issue?
- How do the authors support or challenge each other's position? Are research data provided? Historical data? Personal experience?
- How do the authors' ideas support or challenge the contents of the issues discussed in this course?
- Do the authors situate their discussions within the broader literature of the issue?
- What are the implications of the authors' ideas? Do they call for change in educational policy? Do they suggest a need for more research?
- What do you think of the authors' ideas? Do you agree or disagree with the ideas? Why?

The presentation should address the questions as answered in the review. The purpose of the presentation is to inform your peers about the articles and engage them in thoughtful discussion about ideas expressed by the authors. Please prepare a one-page summary of your review for members of the class and include the bibliographic information [see rubric sections for scoring guidelines].

Assignment [Thursday, July 31]: "Intersectionality" Paper [30%]

This thesis-driven assignment is peer-review writing. Each student will use at least eight sources (primarily from the reading materials) to compose a **6-page** "intersectionality" paper. In this assignment, students will develop **a thesis** to help them examine their cultural roots [or cultural identity], and explore the different ways **four** or more sociocultural variables (e.g. ability, race, ethnicity, language, religion, gender, spatial location, sexuality, or other personal factors) intersect to shape their understanding of their identity.

Some personal issues and/or question to explore are:

- *How have I come to be who I am?* [Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors]
- *How have my experiences of diversity influenced my identity?*

- To what extent have I experienced privileges of the dominant culture or marginalization based on some aspect of my identity?
- How have my cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influenced (or is likely to influence) my teaching?

Assignment: Community-Based Research Project [August 1] (50% of Grade)

******You will need to collect data for this project ahead of time before we begin the class. As we progress through the class, you will begin to analyze the data and complete the writing of this project******

The Overall theme of this project is to help students understand the perspectives of families regarding their experiences with education and schooling in the United States.

As a culminating activity for EDME 502, each student will gather data and engage in a constructive dialogue with a first or second-generation immigrant family with children who are English language learners (ELLs). You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the U.S. educational system.

Goals

This project will facilitate:

- a. Meeting with culturally and linguistically diverse parents and/or guardians who have children enrolled in our public schools;
- b. Focusing on multicultural education and social justice issues by engaging in dialogue with the families and communities of PK-12 students;
- c. Giving you an opportunity to examine a parent’s view of authentic parental involvement;
- d. Finding and recommending culturally appropriate classroom/school applications.

If possible, conduct these interventions in the family’s home. Try to include in the dialogue parents/guardians, other adults living in the home, and children. Doing so may help break through the affective social filter and allow for a better understanding of the family context.

A walk through the neighborhood can also be an enriching experience for you to better understand the context of the community. Spend some time walking around their neighborhood gathering data (e.g., talking to its residents, and making observations). Try to be as keen an observer as possible. Search for cultural artifacts (e.g., signage, storefronts, advertisements, etc.). Ask many questions and make sure to record everything in your journals.

Interview Protocol

Step One

Each individual will develop an interview protocol. Protocols are organized sets of questions used to guide the interview and keep the interview flowing in a conversational manner. Good interview protocols consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., “Did you go to school?”) in favor of questions that encourage longer responses (e.g., “Tell me about your childhood back home. What was your school

like?") Use prompts to get participants to keep talking (e.g., "Tell me more about that" or "How did that make you feel?")

Suggested types of information you will need to collect from either direct observation and/or your interview protocol:

- a. Physical characteristics of the home (if interviews are conducted in the home);
- b. Community characteristics;
- c. Demographic/background information;
- d. Educational background of parents; ages and grades of the children;
- e. Immigration experience (How/why they decide to come to the U.S.? What was it like?);
- f. Childrearing practices and philosophy;
- g. Economic/work issues;
- h. Perspectives on education: What is a well-educated child? What are the roles of families and schools in children's education?
- i. Experiences with children's school(s): Types of support they have received;
- j. Misunderstandings, difficulties and challenges and how they have handled them;
- k. What do these families want their children's teachers and administrators to know about them and their children?

Step Two

- a. Take a walk through the neighborhood. How is it similar or different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it "feel" for a family to live here? Search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. As you explore, record your observations in your journal.
- b. Interview a family from a racial, linguistic, and socioeconomic background different from your own. If possible, conduct the interview in the family's home. Find out about the cultural, educational, linguistic background of the people you are interviewing. Be sure to identify the participants by *who? what? when? where?* and *why*. You may want to record the interview (be sure to get signed permission from the family—see example attached) or write a field note of the interview.

Step Three

Review your field notes and/or the recorded conversations. Before listening to your recording for the first time, write down your initial impressions of this family. What surprised you? What moved you? How does this family's story change your understanding of sociocultural perspectives on education, diversity, social justice, and family involvement in schools? Listen to the entire interview. Note interesting information, stories, or quotes that strike you. Decide on the next steps. How will you pick out the most salient quotations to transcribe (you do not have to transcribe the entire tape)? How will you analyze the data and write up your findings?

Step Four

The last section of the report must include a personal reflection

Suggested Format for Final Written Report

Introduction (~½ p)

Part I: Findings

When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating to the United States, educating their children, and engaging with the educational system.

Include the following:

A. Setting (~1p.) 1. Describe the setting in which the dialogue took place.
2. Describe the neighborhood and reflections about your walk-through.

B. Family Background (~ 1p.)

1. Explain why this family was chosen for this study. a. Provide a brief history of the family. b. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
2. Social, economic, educational, and personal backgrounds.
3. Immigration (first, second generation) experience. Relatives in the area?
4. Cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

C. The educational experience from the family's perspectives about education (~1-½p.)

Family's experiences enrolling and supporting their children in U. S. schools? Family's interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home."

Part II: Analysis (2pp.)

Analyze and interpret your research findings using theory and research from our readings on diversity and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework. When citing course readings, please follow APA format guidelines.

Part III: Conclusions and Recommendations (1 p.).

What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and *culturally and linguistically diverse families*? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important for future PK-12 teachers to know?

Based on your findings, as well as related theory and research, what recommendations do you have to improve programs for *culturally and linguistically diverse families*? Provide specific, concrete examples of things teachers and schools can do to:

a. Improve the understanding of faculty and staff about culturally and linguistically diverse families;
b. Proactively develop stronger school-family partnerships;
c. Make their schools and classrooms more welcoming places for culturally and linguistically diverse & non-native English speaking families and connect students' funds of knowledge to instruction.

Grading:

Attendance & Journaling.	10%	Extended Essay Review Presentation	10%
Intersectionality Paper	30%	Community-Based Research Paper	50%

Grading Scale

A= 93-100 B=84-86 C=73-79
 A-= 90-92 B-=80-83
 B+=87-89 C+=77-79

Assignments: No extra credit options will be provided. Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements. Assignments are to be submitted via the Assignments tool in Sakai. Students will receive written feedback and grades in Sakai using the Assignments tool. Final assignment will be returned with feedback within two week of the submission date.

Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form.

Facilitating Academic Dishonesty: Helping another individual to violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

Computer Offenses: Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for

violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

http://www.messiah.edu/offices/student_affairs/student_handbook/resources/0708/studenthandbook.pdf

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact, DisabilityServices@messiah.edu or (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717)796-1800, ext. 3590.
[Click here for resources and databases that relate to this field](#)

Course Schedule July 28-August 1
(Five sections, 8hrs each section)

Date	Topic	Required Readings—to be completed before class
Mon Day 1:	1. Introductions/ Overview/Goals 2. Sociology of schooling 3. Concepts, 4. Identity 5. Culture	<u>Readings for discussion</u> 1. Barakett and Cleghorn: 2. Adams et al. section 1 3. Paris and Schoon, 2007 4. Cole (2010). What’s culture got to do with it? 5. Pena (1997). Cultural differences and the construction of meaning; <i>Documentary: In the White Man’s Image E97.6.C215 1992</i>
Tue Day 2	1. Culture [cont..] 2. Multiculturalism 3. Race/Racism/ Prejudice/ stereotype 4. White privilege 5. The sociopolitical contexts of the language debates	<u>Readings for discussion</u> 1. Hall (1985) cultural contexts of learning 2. Rosado (1996). What makes a school multicultural 3. Allen (1999). The hidden curriculum of Whiteness 4. Adams et al Section 2 5. McIntosh (2000). White Privilege 6. Moore (2009). Racism in the English language 7. Varghese and Johnson (2007) Evangelical Christ <i>Documentaries: The Pathology of Racism</i> <i>The Pathology of White Privilege</i>
Wed Day 3	1. Classism 2. Socioeconomic status and school experience 3. Gender, sex, and sexism	<u>Readings for discussion</u> 1. Adams et al Section 3, 5, 2. Anyon (1986). Social class and the hidden curriculum 3. Namulindah (2010). Gender. The business agenda of schooling <i>Documentaries: Class Dismissed P94.5 W68 C53 2000</i> <i>People like us</i>

Thu Day 4	1. Other socially constructed borders: a. Religious oppression, b. Heterosexism c. Transgender oppression, d. Ageism	<u>Readings for discussion</u> 1. Adams et al sections 4,6, 7, 9 2. Asani (2003). So that you may know one another 3. First Amendment Center 4. Jones (1999). I don't feel safe here anymore 5. Finding common grounds <i>Documentaries: God in America: Of God and Caesar Insight: Gay in school</i>
Fri Day 5	1. Ableism 2. School culture 3. And student achievement: Some theoretical 4. Perspectives 5. Deconstructing biases	<u>Readings for discussion</u> 1. Adams et al Section 8, 10 2. Ogbu (1987). Variability in minority school performance 3. Wiggan (2007). Race, school achievement and educational inequality: Toward a student-based inquiry 4. Riehl (1993). Five Ways To Analyze Classrooms For An Anti-Bias Approach 5. Moll et al (1992). Funds of knowledge <i>Documentary: School to prison pipeline</i>

References

- Bright, A (2010). Multilingual/Multicultural Education Program. Foundations of Multicultural Education. Course Syllabus, Fall 2010. George Mason University
- Mfum-Mensah, O. (2012). Sociocultural Perspectives on Education. Course syllabus for Spring 2012. Messiah College, Grantham, PA.
- Wesley-Nero, S (n.d.). Foundations of Multicultural Education. Course syllabus for Fall. George Mason University
- Osterling, J. P. (2011). Seminar in Multicultural Education. Fall 2011 and Spring 2011 course syllabus. George Mason, University.
- Yamashiro, A. (n.d.) Foundations of Multicultural Education. Course syllabus for spring. George Mason University.

Name _____

EDME 502
Essay Review Presentation Rubric

	Incomplete/ Inadequate	Needs Improvement	Fair	Good	Excellent	Score
Organization (3 marks)						
• Presentation adheres to grammar, spelling, and mechanics	0	0	0	1	1	
• Presenter utilized creative approaches to discuss the articles	0	1	0	1	1	
• Presenter involves peers in the discussion of issues	0	0	0	1	1	
Content (15 marks)						
• Introduction clearly maps out the content of the presentation, and articulates a well-developed thesis of the articles.	0	1	1	2-3	3	
• Presenter highlights the salient points and issues discussed in each article	0	1	1	1-2	2	
▪ Presenter discusses the contradictions and complementary points of the three articles	0	2	3	4-5	5	
▪ Presenter addresses the questions posed in the syllabus	0	0	1	2-3	3	
▪ Presenter demonstrates evidence of clarity, coherence and succinctness in discussion and overall narrative	0	0	1	1	2	
Critical Review (12 marks)						
• Presenter discusses the issues presented in the book within the broader literature and discussions of the course	0	2	3	5	7	
• Presenter uses evidence from the broader literature to take a position on the merits/demerits of the issues presented in the four articles	0	1	2	3-4	5	
TOTAL SCORE ___/30 =						

Excellent = followed all of the guidelines consistently
Good = followed guidelines frequently
Fair = followed guidelines occasionally

Needs improvement = violated guidelines frequently
Inadequate = missing or neglected to follow guidelines

Community-Based Project Assessment Rubric EDME 502

Item	5 – Exemplary	4- Proficient	3- Basic	2-Below Basic
Introduction <ul style="list-style-type: none"> Is the introduction clear and coherent? Does the introduction provide a clear outline of setting and family background? 	<ul style="list-style-type: none"> Clear, important, and insightful introduction Comprehensive outline of setting and family background 	<ul style="list-style-type: none"> Clear and important introduction Maps out the setting and family background 	<ul style="list-style-type: none"> Clear introduction Lacks setting and/or family background 	<ul style="list-style-type: none"> Unclear introduction Lacks both setting and family background
Family Perspective/Educational Experience <ul style="list-style-type: none"> Does the paper fully outline the family’s perspectives, interactions with teachers and administration, and other experiences enrolling and supporting their children in U.S. schools? 	<ul style="list-style-type: none"> Appropriately extensive scope of information Accurate portrayal of support, interactions with teachers and administrators, and what is working and not working 	<ul style="list-style-type: none"> Significant scope of information without serious omission Mostly accurate portrayal of family support and interactions with teachers and administrators 	<ul style="list-style-type: none"> Incomplete scope of information Limited portrayal of family support and interactions 	<ul style="list-style-type: none"> Minimal information Lack of information on family support and interactions
Analysis <ul style="list-style-type: none"> Did the paper present findings in thematic writing format? Are the findings analyzed and subsumed within the broader sociocultural theoretical literature? 	<ul style="list-style-type: none"> Findings are systematically presented in thematic format Findings are subsumed in the broader sociocultural literature 	<ul style="list-style-type: none"> Findings are presented in appropriate themes Findings are mostly connected to broader sociocultural literature 	<ul style="list-style-type: none"> Findings are summarized Findings are disconnected from the sociocultural literature 	<ul style="list-style-type: none"> Paper presents findings as raw data Lack of connection between findings and broader sociocultural theoretical literature
Evidence <ul style="list-style-type: none"> Is the evidence of high quality? Is the evidence accurately represented? Are the evidence synthesized meaningfully? 	<ul style="list-style-type: none"> Careful and representative selection of evidence from the interview data and nicely integrated in the analysis Evidence is accurately represented through quotes and paraphrase 	<ul style="list-style-type: none"> Appropriate selection of evidence from the raw interview data Mostly accurate representation of evidence Coherent integration of evidence 	<ul style="list-style-type: none"> Multiple pieces of evidence, may miss key evidence Some skew in interpretation of evidence Serial list of evidence (information dump) 	<ul style="list-style-type: none"> Limited quality of evidence Inadequate interpretation of evidence Minimal incorporation of evidence
Assumptions and Beliefs <ul style="list-style-type: none"> Did the author thoroughly examine his/her and/or others’ assumptions? Did the author fully evaluate the context of the issue and expert opinions? 	<ul style="list-style-type: none"> Systematically and methodically analyzes own and/or others’ assumptions Carefully evaluates the relevance of context Thoroughly and meaningfully examines expert opinion 	<ul style="list-style-type: none"> Identifies own and/or others’ assumptions Considers contexts of positions and the issue Thoughtfully examines expert opinion 	<ul style="list-style-type: none"> Questions some assumptions (own and/or others’) Minimally identifies the contexts Takes expert opinion as mostly fact or disputes without reason 	<ul style="list-style-type: none"> Aware of assumptions Recognizes contexts Takes expert opinion as fact
Conclusion/Recommendations <ul style="list-style-type: none"> Does the paper present strong recommendations about culturally and linguistically diverse families that are supported in the literature? 	<ul style="list-style-type: none"> Conclusion provides logical synthesis and recommendations that inform both theory and practice 	<ul style="list-style-type: none"> Logical synthesis and recommendations that inform either theory or practice 	<ul style="list-style-type: none"> Paper provides recommendations that inform theory or practice 	<ul style="list-style-type: none"> Weak recommendations that have minimal impacts on theory or practice

Intersectionality Assessment Rubric EDME 502

Item	5 – Exemplary	4- Proficient	3- Basic	2-Below Basic
Organization <ul style="list-style-type: none"> Does the paper follow the APA format; Is the paper coherent and attends to personal narrative style. Does the paper adhere to detail editing and acceptable grammatical usage 	<ul style="list-style-type: none"> Paper follows the APA format; is coherent; and attends to personal narrative style. The adheres to detail editing and acceptable grammatical usage 	<ul style="list-style-type: none"> Paper follows APA format; is coherent and adheres to acceptable grammatical usage 	<ul style="list-style-type: none"> Paper follows APA format; lacks some coherence and minor editing problems 	<ul style="list-style-type: none"> Paper does not follow any of the APA format; paper is not coherent and has couple grammatical errors
Introduction <ul style="list-style-type: none"> Does the paper systematically infuse a strong thesis which sets the stage for the intersectionality paper? 	<ul style="list-style-type: none"> Excellent introduction with strong thesis which sets the stage for the intersectionality paper 	<ul style="list-style-type: none"> Introduction provides background and thesis but lacks coherence and sometimes disconnects from the theme 	<ul style="list-style-type: none"> Introduction provided but unrelated to the theme and content of the paper 	<ul style="list-style-type: none"> No introduction is provided for the paper
Thesis <ul style="list-style-type: none"> Does the paper systematically infuse a strong thesis which sets the stage for the intersectionality paper? 	<ul style="list-style-type: none"> Strong thesis which sets the stage for the thematic analysis of the paper 	<ul style="list-style-type: none"> These is present but lacks coherence and sometimes disconnects from the theme 	<ul style="list-style-type: none"> Thesis is not related to the theme and disconnected from the paper 	<ul style="list-style-type: none"> No thesis is provided
Relating Experiences of Diversity <ul style="list-style-type: none"> Does the paper include detailed accounts that draw a strong relationship between author’s experiences of diversity and identity? 	<ul style="list-style-type: none"> Author provides detailed accounts that draw a strong relationship between her or his experiences of diversity and identity 	<ul style="list-style-type: none"> Author does a good job of drawing a relationship of her or his experiences of diversity and identity 	<ul style="list-style-type: none"> Author attempts to draw a relationship between her or his experience of diversity and identity although this is not clear 	<ul style="list-style-type: none"> Paper lacks a clear explication of the relationship between the author’s experience of diversity and identity
Identity formation <ul style="list-style-type: none"> Does the author identify four sociocultural variables that have informed her/his identity? 	<ul style="list-style-type: none"> Author identifies three sociocultural variables that have informed her/his identity 	<ul style="list-style-type: none"> Author identifies less than three sociocultural variables that have informed her/his identity 	<ul style="list-style-type: none"> Author identifies one sociocultural variable that shape her/his identity 	<ul style="list-style-type: none"> paper does not identify any sociocultural variable that shape the author’s identity
Intersectionality <ul style="list-style-type: none"> Does paper demonstrate the author’s in-depth knowledge of the intersection of sociocultural variables shaping the author’s identity 	<ul style="list-style-type: none"> Paper systematically outlines identity Paper systematically outlines the different ways the intersection of selected sociocultural variables in shape her/his identity 	<ul style="list-style-type: none"> Paper provides an outline but fails to systematically connect the intersection of sociocultural variables shaping the author’s identity 	<ul style="list-style-type: none"> Paper provided a limited discussion of the intersection of sociocultural variables shaping the author’s identity 	<ul style="list-style-type: none"> Paper does not delineate the intersection of sociocultural variables shaping the author’s identity

Peer-Aide Sheet for Intersectionality Assignment EDME 502

Author of Paper: _____

Name of Reviewer: _____

Clearly underline or mark areas where the author needs to revise, state the revisions the author needs to make and the pages the specific revisions need to occur.

1. **Thesis**—Does the introduction clearly outline a well-developed thesis and lay out organization of the paper? Was it clearly organized? If not, how could the author improve? Is the thesis statement clearly mapped?

2. **Examples of evidence**— Does the paper outline all the examples as evidence supporting the thesis?

3. **Conceptual clarity**— Does the paper include detailed accounts that draw a strong relationship between author’s experiences of diversity and identity? Does the author identify four sociocultural variables that have informed her/his identity? Does the author weave relevant texts/literature in the narrative?

4. **Intersectionality**—Does paper demonstrate the author’s in-depth knowledge of the intersection of sociocultural variables shaping the author’s identity

5. **Grammar/Editing**—On the copy of the paper you read please flag any grammar or syntax errors you notice.