

C&I 3310
Public Education in a Multicultural Society
Syllabus

Contact Information

Name: Julia Meritt

Office Location: Education Building

Office Hours: Zoom virtual office hours are Mondays 9:00am to 10:00am or by appointment 10:00 am - 11:00 am

For more information about Zoom, visit <https://youtu.be/vFhAEoCF7jg>

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Course Format

This is an online course in which you will learn, interact, and complete assignments fully online.

Communicating with Your Instructor

Office Hours

Virtual office hours from Mondays 9:00 to 10:00 am & 10:00 -11:00am by appointment (Zoom).

Do not hesitate to send an email if you'd to talk so we can agree on a convenient time for a virtual session on Zoom.

Scheduled Zoom meeting from 9:00 - 10:00 am on Mondays.

Topic: Office Hours Zoom Meeting

Join Zoom Meeting

<https://txstate.zoom.us/j/7660814882>

FORUMS Versus Email

If you have a **question** about course content or mechanics, I encourage you to **post it to the *General Course Questions discussion FORUM***. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me (jm89@txstate.edu) directly if your concern is of a personal nature.

Email Response Time

Generally, I will respond to emails within 1 day of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance.

Please include **CI 3310** somewhere in the **subject line of your email**.

Course Description

This introductory course is designed to give students an overview of public schooling in America in terms of multicultural, historical, legal and political contexts. Prospective teachers will examine the concepts of professionalism, effective teaching, educational philosophy, curriculum, school organization and legal issues of teaching in a culturally diverse world.

Course Rationale

The main purpose of this course is to increase your knowledge of aspects of public schooling to include a consideration of culturally relevant teaching and learning for diverse students. Additionally, the course will help you (the student) understand how culture and social issues affect learning and achievement of individuals. Hopefully, the class format will provide a framework of these concepts.

Course Objectives

The student will:

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- **Consider** the fit between personal abilities and expectations and the demands of the teaching profession.
- **Describe** the nature of teaching as a professional, personal and socially just commitment.
- **Practice** the role of teacher as a reflective decision maker.
- **Identify** the culturally responsive teacher's role in schools, districts, and communities.
- **Define** perspective on the political and social reality of public schooling for diverse students.
- **Examine** teachers' roles in the political process as it affects education for diverse students.
- **Develop** a personal multicultural philosophy of education statement.
- **Identify** the major concepts, assumptions, processes and nature of knowledge central to the school curriculum for diverse students.
- **Interview** a classroom teacher to find out more about the education system as it relates to diversity.
- **Identify and interpret** key legislative and policy decisions that relate to education for diverse students.
- **Describe and compare** the major theories of learning that guide the education of diverse students.
- **Describe** the purposes, roles and structure of schooling at local, state and federal levels.
- **Demonstrate** a broad understanding of the materials and resources available to support instruction for diverse students.
- **Prepare** scholarly papers/products.

Statement of Diversity

Texas State believes that freedom of thought, innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability are inconsistent with the purposes of the university.

Therefore, the shared values of our classroom community will expect that

- Each individual has the welcomed opportunity to speak on any (course related) issue;
- All individuals are free to speak without the repercussion of personal attack—especially when sharing a personal narrative;
- Despite his/her particular affiliation in any group, no individual (including me) “speaks for” or is “an expert” on a particular group based simply on his/her affiliation, nor should he/she feel responsible to do so;
- You will challenge yourself and your classmates throughout the course.

(These shared values adapted from the work of Dr. Scott Bowman, Dept. of Sociology, Texas State University—San Marcos)

Mission Statement

We (the faculty, staff, and students of Texas State University) affirm that our University exists to enrich our minds and to humanize our hearts so that we may contribute to the betterment of humanity. We are dedicated to providing a curriculum and educational experiences that develop our capacities, not only to analyze critically and think creatively, but also to reason ethically and feel compassionately.

Required Materials

Textbook

Sadker, M. & Zittleman, K. (5th) *Teachers, Schools, and Society*. Boston: McGraw Hill. ISBN: 978-1-259-91379-2

And

Select **only one** from the following: **Please wait until week 2 to purchase this book.**

<i>American Born Chinese</i>	ISBN-10: 0312384483
<i>I Am Not Your Perfect Mexican Daughter</i>	ISBN-10: 1524700487
<i>Long Way Down</i>	ISBN-10: 1481438255
<i>Mexican WhiteBoy</i>	ISBN-10: 0440239389
<i>Our Stories Remember</i>	ISBN-10: 1555911293
<i>The Circuit</i>	ISBN-10: 0826317979

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<i>La Linea</i>	ISBN-10: 0312373546
<i>Brown Girl Dreaming</i>	ISBN-10: 9780147515827
<i>The Last Summer of the Death Warriors</i>	ISBN-10: 9780545151337
<i>A Step from Heaven</i>	ISBN-10: 1481442368

NOTE: During week two groups will be formed according to selected books for a team assignment later in the semester. There will be 6 groups of three; therefore, it is possible that your first book choice might not be available. **Please wait** for further instruction before selecting a book.

Course Organization & Online Tools

Lessons

The course is organized into modules of instruction called Lessons as outlined in the course schedule and due dates below. Each lesson is listed by its main topic and contains required readings, videos, mini lectures, discussion FORUM assignments, essay assignments, and/or collaborative team assignments.

Lesson sections often include reminders to work on long term project assignments, which are described in more detail in documents contained in appropriate Lessons pages.

NOTE: Most materials used in conjunction with the course are subject to copyright protection.

Course Info

Course Info (<https://isdcourseinfo.its.txstate.edu/>) covers many topics that will help you be a successful online learner including:

- How to get technical help with TRACS and other Texas State-supported software
- Minimum hardware requirements
- Guidelines for success as an online learner
- Alkek Library support for online learners
- Expectations for academic honesty
- How to get special accommodations
- How to get information about financial aid and tuition costs
- Etiquette expectations (i.e. netiquette) for online communications
- Teamwork tips
- How to use Zoom for virtual meetings

Discussion FORUMS

You will find the following discussion FORUMS in the course TRACS site:

- General FORUMS:
 - **Post** any questions or comments you may have about course mechanics or technical issues to *General Course Questions*. Very important.
 - **Read** the *FORUM Discussion Guidelines* carefully to understand how you will be graded for interaction within FORUMS.
 - **Introduce** yourself under the *Introductions* area by the due date in the syllabus.
 - **Use *Share and Tell*** to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.
- **Topic FORUMS:** These FORUMS address course topics/assignments. Review specific expectations for posts/responses to others' posts in the discussion rubric within the FORUM assignment description. Response requirements are indicated in the discussion prompts.

My role in discussions that of a facilitator. As such, I will read the messages you post, but will not be responding to every post. Instead, the class to be the driving force behind the discussion. Occasionally, I will address

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misconceptions and/or redirect conversations as necessary. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Zoom

In addition to the learning activities noted above, I will also hold Zoom sessions during the semester at dates and times to be announced. For more information about Zoom, visit <https://youtu.be/vFhAEoCF7jg>

GRADED COURSE ASSIGNMENTS:

Introductions	Letter to Self	Interview of a Teacher
Response ~ Teacher Interview	Getting to Know You	Critique Whiteness & Privilege
Inside/Outside Poem	Whiteness and Teaching Discussion	Whiteness Critique
Teacher Attitude Survey	Multicultural Terms Quiz	Comparing Definitions of Terms
Examples of Terms	Classroom Diversity Quiz	Multiple Intelligences Assessment
Getting to Know You	Multiple Intelligences Discussion	School Experience Summary
Philosophy on the Screen Discussion	Marginalized Persons Timeline	Myths of Culturally Responsive Instruction
Where Do You Stand Discussion	I AM Poem	Meet Your Seventh Grade Class
Literature Circles	Digital Book Talk (Team)	What is Your Rights Quotient?
Anti-bias Teaching Idea Exploring Ethical Issues	Exploring Moral Education Discussion	10 Things I Know About Myself
DRAFT ~ Philosophy of Multicultural Education	Peer Review	Final ~ Philosophy of Multicultural Education Paper
Professionalism Grade (cumulative)		

IMPORTANT REQUIRED COURSE ACTIVITIES:

Pros and Cons of Teaching	Case Studies	Inventory of Philosophies of Teaching
Practice Interview	Multicultural Terms Scavenger Hunt	Schooling of Diverse Students Video
Inside/Outside Identity	Classroom/Student Diversity Module [IRIS]	Team Charter
Whiteness Project & Mirrors of Privilege	Multiple Intelligences	Sex Differences in Brain
Calculate Your Rights Quotient	Schooling and diverse students video	Read selected novel

Assignments

Unless indicated otherwise in Lessons, you will submit essays, assignments and team project assignments using the **Assignments tool**. The due dates in Assignments match the due dates in the schedule below.

Course Schedule and Due Dates

NOTE the following:

- The schedule below lists only the assignments with due dates. There are **numerous** other **required activities** within **Lessons**, including reading assignments, videos, and mini lectures. Lessons will walk you step by step through the instructional sequence for this course.
- All assignments are due by 11:59 PM of the dues dates below.

Module	Assignments	Due	Points	Feedback
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Welcome to CI 3310	FORUM: Introductions	1/22/20	15	Immediately-TRACS NA
	Response to Peers	1/24/20	10	
	Syllabus Quiz	1/24/20	25(bonus)	
Why Teach	Letter to Self Assignment	1/24/20	50	Within 1 week
Interview of a Teacher	Interview with a Teacher Assignment	1/31/20	50	Within 1 week
	Response to Teacher Interview Assignment	1/31/20	50	Within 1 week
	Select novel	1/31/20	✓	
Intercultural Competence	Teacher Multicultural Attitude Survey	2/4/20	25	Immediately-TRACS Within 1 week
	Inside/Outside Poem Assignment	2/5/20	50	
	Whiteness Critique Assignment	2/7/20	75	Within 1 week
	Whiteness Discussion FORUM first post to correct group 2 responses within group	2/5/20 2/7/20	50	Within 1 week
What Does That Mean?	Multicultural Terms quiz	2/12/20	50	Immediately-TRACS
	Comparing Definitions of Terms Assignment	2/14/20	50	Within 1 week
	Examples of Terms Assignment	2/14/20	50	Within 1 week
Diverse Students	Classroom Diversity Quiz	2/21/20	50	Within 1 week
How Students Learn	Multiple Intelligences Assessment	2/26/20	✓	Immediately
	Getting to Know You Summary	2/28/20	50	Within 1 week
	Multiple Intelligences Discussion FORUM first post 2 responses	2/26/20 2/28/20	50	Within 2 days
Schools of Thought	Where Do You Stand Discussion FORUM first post 2 responses	3/4/20 3/6/20	50	Within 2 days
	Philosophy on the Screen Discussion FORUM first post 2 responses	3/11/20 3/13/20	75	Within 2 days

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Schooling and Diverse Students	School Experiences Summary	3/25/20	75	Within 1 week
	Timeline Assignment	3/27/20	50	Within 1 week
Culturally Responsive Teaching	Myths of Culturally Responsive Teaching Discussion FORUM first post 2 responses	4/1/20 4/3/20	50	Within 2 days
	<i>I Am Poem</i> FORUM post poem 2 responses	4/1/20 4/3/20	75	Within 2 days
	Meet Your 7 th Grade Class	4/3/20	50	Within 1 week
A Novel Read	Literature Circles Discussion FORUM first post 2 responses	4/8/20 4/10/20	75	Within 2 days
	Digital Book Talks project	4/10/20	100	Within 1 week
School Law and Ethics	What is your Rights Quotient? FORUM scores, first post 2 responses	4/15/20 4/17/20	75	Within 2 days
	Anti-bias Teaching Idea Discussion FORUM (first post, 0 responses)	4/17/20	50	Within 2 days
	Exploring Moral Education Discussion FORUM first post 3 steps listed	4/15/20 4/17/20	75	Within 2 days
Multicultural Education	10 Things I Know About Myself	4/22/20	75	Within 2 days
	Peer Review DRAFT	4/24/20	50	Within 2 days
	Craft your Final Philosophy of Multicultural Education Paper			
Philosophy of Multicultural Education	Final Philosophy of Multicultural Education	5/4/20	100	Within 1 week

Evaluation Criteria and Feedback

FORUM Participation

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An important part of your class investment/professionalism grade will be based on your participation in FORUMS. See the discussion rubric in FORUMS for a more information about how FORUM posts will be graded.

RESPECT the views of others even if you disagree. You may express disagreement but do so *without* any harsh words or *potentially inflammatory remarks*. It is okay to disagree with a person’s ideas, but it is *not okay* to attack a person. Try to be descriptive and invoke well-reasoned arguments.

OFFENSIVE or abusive language will not be tolerated.

DO NOT criticize the grammar and spelling of those making responses. In this case, as with gifts, it is most definitely the thought that counts.

DO NOT send or post messages using ALL CAPS. It is equivalent to SHOUTING.

Essays and Team Activities

Assignments include essays, quizzes and FORUM discussions. To facilitate your ability to complete these activities are provided. Some are described in your textbook and others are created by me. These activities and assignments are designed help you develop ideas and explore approaches to your *Philosophy of Multicultural Education Paper* described below. In many cases, the text you develop for essay and activity assignments can be adapted or used directly in your paper.

Philosophy of Multicultural Education Paper

This important paper should reflect your beliefs about multicultural education, teaching, schools, diverse students, teacher duties and other aspects that comprise multicultural education. You will write two drafts of this paper. The first DRAFT is for *peer review*. The second DRAFT is final and will be *graded by me*. See the assignment description and rubric for specific details. The final DRAFT is a capstone assignment and must be posted to ePortfolio.

Digital Book Talk Project and Literature Discussion Groups

You will also participate in a group discussion designed as a way for you and a small group of peers to present a *multicultural critique* of your selected book about the life of teachers to our class.

This assignment is in two parts:

First, you will read and discuss your selected book (one of several choices) with a small group on the FORUM. Multicultural themes and ideas related to teaching and teachers will emerge from those discussions.

Second, you will think critically about teaching and students’ lives, especially in the areas of multiculturalism, diversity and a socially just stance towards teaching. Individually, you will present your careful analysis of the book from the stance of an anti-racist educator in the form of a **digital book talk presentation**. The audience for this presentation is others who are studying to be multicultural educators. You may share your analysis of the book with our class.

Professionalism Grade

10% of your grade will relate to professionalism and will be assigned at the end of the semester. I will use the highlighted sections of the *Professional Dispositions Instrument* below to evaluate professionalism. Everyone begins the semester at the expected level of 3. I will reassess at mid and end semester. Anyone who falls below a score of 3 will be asked to meet with me to discuss next steps and to write a reflection regarding that or those dispositions.

Significantly Below Standard	1
Somewhat Below Standard	2
Meets Standard	3
Somewhat Above Standard	4

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Significantly Above Standard 5

1. Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The candidate:

- 1.1. Maintains appropriate confidentiality 1 2 3 4 5
- 1.2. Demonstrates compliance with laws/regulations/policies/standards 1 2 3 4 5
- 1.3. Maintains professional appearance [as appropriate for the context] 1 2 3 4 5
- 1.4. Is prepared for class or appointments 1 2 3 4 5
- 1.5. Is punctual for class or appointments 1 2 3 4 5
- 1.6. Demonstrates honesty/academic integrity 1 2 3 4 5

2. Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The candidate:

- 2.1. Demonstrates high expectations for others 1 2 3 4 5
- 2.2. Demonstrates respect for the beliefs of others 1 2 3 4 5
- 2.3. Demonstrates effective collaboration skills (e.g., with colleagues, instructors, students) 1 2 3 4 5
- 2.4. Demonstrates respect for cultural [and language] differences 1 2 3 4 5
- 2.5. Demonstrates patience with and/or compassion for those who experience difficulty in the learning process 1 2 3 4 5
- 2.6. Demonstrates flexibility during the learning process 1 2 3 4 5

3. Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The candidate:

- 3.1. Demonstrates critical thinking in written or verbal form 1 2 3 4 5
- 3.2. Addresses issues of concern professionally (with instructors/colleagues/students) 1 2 3 4 5
- 3.3. Responds positively [appropriately] to constructive criticism 1 2 3 4 5
- 3.4. Takes responsibility for his/her/their learning by seeking out new information 1 2 3 4 5
- 3.5. Demonstrates personal progress through professional development to improve content and pedagogical knowledge 1 2 3 4 5
- 3.6. Demonstrates reflective practice in written or verbal form 1 2 3 4 5

Assignments and Weights

Your overall course grade will be based on the assignments listed above, as follows:

Component	Weight
FORUM participation	25%
Quizzes	10%
Essays and team activities	15%
Literature Discussions & Digital Book Talk	15%
Philosophy of Multicultural Education Capstone Assignment	25%
Professionalism	10%
Total	100%

Each graded assignment is assigned a percentage score, and assignments are weighted as indicated above to arrive at a final percentage score for the course. A conventional grading scale is used to determine your final grade:

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- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: below 60%

Late Work Policy

I generally do not accept late work. Serious late-work penalties apply if work is not submitted on time [-10] points for the first day. Late work will not be accepted after that.

Failure to submit the *final Philosophy of Multicultural Education Paper* results in an automatic F.

No late posts (initial or response to peers) to **FORUMS** will be accepted. **No exceptions.**

You are responsible for keeping a back-up copy of all submitted work.

Naming and Submitting Documents

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<i>The name of your...</i>	<i>...should follow the format:</i>	<i>Example:</i>
Essay	LastNameFirstInitial_Essay.doc	SmithJ_Essay.doc

Drop Policy

Permission to drop this class with a "W" will only be given after the student consults with the instructor. It is the student's responsibility to complete University paperwork and pay the required fees.

Guidelines for Success

Conduct and Civility

Every student is held accountable for abiding by the tenants of required conduct outlined in the Texas State Student Handbook (<http://www.dos.txstate.edu/handbook/rules.html>). Students should create a learning environment and refrain from interfering with the learning of fellow students. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas.

Civility Statement

Students are full partners in fostering a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students.

Classroom misconduct may be classified as behavior that disturbs the teaching function or the students. Examples of misconduct; especially in FORUM discussions are:

- harsh words or potentially inflammatory remarks
- attacking a person with whom you disagree
- offensive or abusive language
- typing responses in all caps

Inappropriate behavior in the classroom may result in:

- Deduction of points from your professionalism grade
- A request for the offending student to remove the post
- Meeting to discuss a plan of action according to the Professional Dispositions Statement
- Reporting to Dean of Students and other appropriate personnel

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Investment in Learning

Each student is expected to demonstrate investment in learning through your attitude and work ethic. Specifically, each class member will be expected to submit assignments in a timely and correct manner, seek help promptly when necessary, and treat others with respect.

Attendance

Regular attendance is mandatory in this course. Attendance is defined by submission of assignments by 11:59 pm on the due dates provided.

- ✓ Any week in which no assignments are submitted will constitute an absence.
- ✓ Weeks when one of two or three (or two of three) assignments are submitted will count as ½ absence.
- ✓ **One absence**, for whatever reason (whether or not there is documentation), is automatically approved.
- ✓ Each absence beyond one (including two 1/2 absences) will result in a deduction of five percentage points in your final grade for each occurrence.

NOTE: This class essentially only 'meets' once per week and is the equivalent of two classes.

Example:

Bill has 785 points out of a possible 875 points for the course. His grade is 90; however, he missed two classes. Only one of those absences is excused; therefore, 5 points were deducted from his grade. $90 - 5 = 85$. Bill earned an **85** that semester.

Participation

- Thoughtful contributions to FORUMS, which meet minimum word count requirements will be one way to participate in this online course.
- Polite interactions is yet another way to participate.
- Timely initial posts inviting responses/discussion from peers is participatory.
- Critical, frank and open discussions with peers who also wish to be great teachers will, not only contribute to your enjoyment of the course, but is also the way participants behave.
- Students needing special assistance or extended work time must clear this with me at least one week prior to EACH test/assignment.
- Contact [me](#) if you have an emergency and need help or have questions. Do not wait until the last minute. My contact information is posted at the top of the syllabus.

Communication Skills & Online Writing Support

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper. Students who do not demonstrate acceptable writing should expect reduced grades on assignments. Students are responsible for procuring assistance to improve their writing if they enter the program with less than graduate level skills in this area. Texas State University provides several online tutoring services in the area of writing that students may wish to utilize, including [SLAC's Online Writing Lab](#) (select from the Writing Help pull-down menu) and [Writing Center's Online Tutoring](#) (select from the Student Resources pull-down menu).

Individuals with Disabilities

Texas State University seeks to provide reasonable accommodations for all qualified individuals with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the **student's responsibility** to register with Disability Support Services and **to contact the faculty member** in a timely manner to arrange for all appropriate accommodations.

If you have learning, sensory, physical, or psychiatric disability, please let the instructor know during the **first week** of class so that your learning needs can be appropriately met. You will need to present documentation concerning your disability to the Disability Office on campus. **If special needs exist for exams or projects the student must personally make arrangements for each exception one week in advance.**

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Texas State Academic Honesty Policy

Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of education. Specific sanctions for academic dishonesty are outlined in university publications.

<http://www.txstate.edu/effective/upps/upps-07-10-01.html>