

ISTD 6381 Study Abroad: Multicultural Education
Course Syllabus – Summer 2016

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ISTD 6391 Special Topics – Study Abroad: Multicultural Education

Day(s), Time & Location. This course section includes a travel abroad experience involving a trip to Greece and Italy with mandatory pre-class online sessions during spring and summer 2016. Travel dates: June 4 – 30, 2016.

Course Description. The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school. This exploration will provide a foundation for enlightened citizenship and effective teaching in a multicultural society. This course includes a travel abroad experience.

Required Text

Required reading list will be posted on Blackboard.

Learning Objectives and Outcomes

By the end of this course the candidate will:

- Examine multicultural education and its relationship to the social and political context of a multicultural society.
- Describe the framework and implementation of multicultural education.
- Reflect on the relationship of culture, identity, and learning.
- Identify the essential issues of critical pedagogy.
- Relate critical pedagogy and multicultural education theories and research to their own professional practice.

Social Responsibility Goals

By the end of this course the candidate will:

- Demonstrate intercultural awareness and communication.
- Taylor communication strategies based on cultural norms and values.
- Demonstrate effective engagement in the community, both locally and globally.

Methods of Instruction

Candidates will participate in a study abroad in which they will observe, interact with, analyze, and study the system of education in countries visited. Such direct, meaningful interaction can be provided only through on site visitations and, thus, is the major

component of the course. An online component provides candidates with theoretical information that directly connects to the practical field experience of the course.

Since this course is partially online, the candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another. Class will incorporate the use of online discussions, websites, videos, individual participation, and readings that correlate to the major emphasis of field experience visits to schools and cultural sites in Greece and Italy.

Course Requirements

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

Candidates must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it.

All written assignments, presentations, media presentations, etc., must follow the writing style found in the most current edition (6th) of the *American Psychological Association Publication Manual* (APA Manual) which is available at the ASU library, at the bookstore, or online at www.apa.org.

Candidates' Participation:

- Candidates should participate actively and enthusiastically in all online discussions. Readings, school, and university experiences will prepare candidates for discussions.
- When prompted by learning modules, discussion boards, PowerPoint

presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post a response to 2 other candidates' postings for a total of 3 responses. More frequent responses are both allowed and encouraged so that each candidate can learn from peers and professor's insights.

Candidates' Written Work:

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double-spaced), completeness, and timeliness.

Community Engaged Scholars:

As teachers, it is incumbent upon us to understand that all communities and residents possess valuable ways of knowing and being and to strive to understand cultural values and beliefs of a culture different from our own. As community engaged scholars, candidates in this course will experience the opportunity to deepen their understanding of diverse cultures through a study abroad experience. As community engaged scholars, candidates in this course will experience this opportunity through field experience in schools and interacting with the local community while on the study abroad.

Assignments

Online Discussions – Candidates are responsible for reading/viewing assigned material posted in the folder on Blackboard. Candidates will participate in 3 online discussions. Candidates will create one (1) starter post and then reply to two other posts from your colleagues using the required format. Candidates are also expected to respond to replies to your original posts. Requirements for starter posts and replies are available under the syllabus button on Blackboard.

Response Papers – Candidates will write 4 two-page response papers to assigned readings. Additional information will be provided in class.

Community Engagement/Cultural Perspective Project – This project will involve a variety of assignments, including an interview, weekly observation notes, photographs, language definitions, and a final synthesis essay. You will spend time closely observing and reflecting on communities visited. Attendance at cultural events and providing

service to the schools will provide you with the opportunity to learn more about the people and culture. Additional information will be provided in class.

Portfolio – Candidates will prepare an essay that documents the learning acquired during the study abroad. Additional information will be provided in class.

Course Evaluation and Grading

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| 1. Online Discussion Postings | 30% |
| 2. Response Papers | 40% |
| 3. Community Engagement/Cultural Perspective Project..... | 25% |
| 4. Portfolio..... | 5% |

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%

Attendance Policy. This is an online class that incorporates a study abroad. It is imperative that candidates participate in the discussions by the stated due dates. Due dates will be posted by announcement within Blackboard. Candidates are required to attend all school visits and seminars in Greece and Italy.

****Being late or absent to school visits or seminars will result in a reduction of the final grade.**

CIS Required Trainings

Candidates will participate in all trainings required by the CIS before the end of the spring semester in order to participate in the study abroad program and receive any scholarships.

Persons Seeking Accommodations. Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty. Angelo State University expects its candidates to maintain complete honesty and integrity in their academic pursuits. Candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*.

Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.

Class Schedule: Available on Black Board

The Black Board class will be available in February and continue until the last day of class.

Study abroad dates: June 4-30, 2016

Topics

- Multicultural education
- Linguistic and sociocultural issues in education
- Multicultural education as a perspective
- Educational equity and social justice
- Critical pedagogy
- Implications of diversity for teaching