Indiana State University

From the SelectedWorks of Christina Walker, M.Ed

Spring January, 2013

EPSY 341 Syllabus

Christina Walker, Indiana State University

Available at: https://works.bepress.com/christina_walker/3/
EPSY 341
EDUCATION IN A MULTICULTURAL SOCIETY
Spring 2013 /Section 005
Mondays/Wednesdays/Fridays UH 209A 11-11:50a

Instructor: Christina Walker, M. Ed.
Office: UH 228L
Office Hours: Mondays & Wednesday 9:30-10:30a OR by appointment
Office Phone: (812) 237-2966
Email: cwalker36@sycamores.indstate.edu

The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional*. This theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component *Educator as Expert or Mediator of Learning* deals with an educator’s professional skill as a mediator of students’ learning and/or of the progress individuals make in achieving their potential. The component *Educator as Person* represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component *Educator as Member of Communities* reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

**COURSE DESCRIPTION**

*Catalog description:* An in-depth study of multicultural issues in contemporary society, with particular emphasis on public school settings. Attention given to students’ development of personal identity and societal awareness. General Education Credits [GE89: E3; GE2000: Multicultural studies-U.S. Diversity]
This course is an introduction to the relationship between educational practices and identity formation as these occur socially through schooling practices and curriculum implementation. All of the stakeholders in education (including students, peers, families, school board members, teachers, administrators, and taxpayers) are constituted through identities predicated on race, ethnicity, culture, social class, gender, language, religion, sexual orientation, and exceptionalities. The textured identities that individuals and groups are aware of and subject to (and, of course, one can be subject to influences that one is not aware of) are connected to perspectives, beliefs, and practices that originate in and hold implications for persons and institutions from every corner of the globe.

In this course, immigration is the central issue through which global perspectives are addressed. Immigration has been and remains a continuous theme in U.S. schooling and is a useful construct through which to examine diversity and equity issues in schools. For immigrants, ethnicity, race, social class, language, and religious world views tend to be highlighted. This diversity is both enriching and problematic in schools. As this course addresses the need for a paradigm shift in public education, historical views of how immigration has affected education and present-day views of the continued difficulties and opportunities of immigrants in terms of access and equity will be discussed.

Further, this course is aimed at promoting a critical understanding of one’s self as a social being in order to understand how and why these influences are shaped by “dominant” perspectives on political opinions, socioeconomic roles, religious beliefs, gender roles, dialect, and racial self-images.

This course is designed both as a foundational studies course (fulfills 3 credits in Global Perspectives and Cultural Diversity) and as a professional education course for pre-service teachers.

**COURSE OBJECTIVES**

The course is aimed at critically examining the nature of diversity itself, fostering sensitivity and respect for diverse learners, and helping individuals to recognize similarities and differences in patterns of development, communication, and learning in a multicultural society.

In terms of professional education goals, the course is intended to:

1. Increase self-awareness about one’s own cultural background (IN3D4)
2. Learn about the values, beliefs, and behaviors of various ethnic, cultural, and international groups (IN3D2)
3. Identify personal cultural attitudes, values, and beliefs about diverse populations and become aware of their impact on behavior (IN3D3)
4. Assess the impact of culture on individual, family, education, and societal interactions (IN3K4)
5. Develop knowledge, skills, and attitudes that will facilitate one’s ability to work and communicate more effectively with individuals who are culturally different from oneself (IN3D5)

In terms of foundational studies goals, the course is intended to help students learn the way of knowing termed “global perspectives and cultural diversity.” This way of knowing addresses four different area learning objectives (LOs):
GPCD LO 1 – Demonstrate knowledge of cultures and worldviews.

GPCD LO 2 – Identify social, economic, political, and environment interrelationships between cultures and world views.

GPCD LO 3 – Use multiple lenses such as race, ethnicity, gender, social class, regional cultures, and religion to evaluate one’s own culture in comparison to those studied.

GPCD LO 4 – Articulate how the social construction of culture and world views shapes contemporary social and political issues.

In addition, the course is intended to support the broader aims of the Foundational Studies program, including the following FSLOs and SALRs:

Foundational Studies Learning Objectives

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts; (not necessarily covered)
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness; (not necessarily covered)
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Skills and Applied Learning Requirements

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

EPSY 341 (Education in a Multicultural Society) will emphasize FSLOs 1, 2, 3, 5, 6, 7, 8, and 10 through assignments and class activities. The subject matter of the course addresses the need to locate, critically read, and evaluate information to use in promoting the goals of multicultural education. The premise of the subject matter is that pursuing multicultural education requires examining and reworking the paradigm of American schools as the great melting pot (FSLO 1 and 2). In order to motivate the need for a paradigm shift in public education, we will definitely approach material through historical and social and behavioral sciences ways of knowing by looking at the educational histories of different groups within the United States as these have been and continue to be populated by immigrants from around the world (FSLO 3, 6, and 7). We will practice educational techniques for implementing the
paradigm shift, such as mastery learning and differentiated instruction, which are examples of the types of skills needed for effective citizenship and stewardship (FSLO 5). One important class project, the Museum Lecture and Display Project, involves individual and group pieces that focus on contemporary controversies in our society that impact the schools (FSLO 7, 8, and 10). The MLDP also specifically requires information literacy to find information (SALR 2), critical thinking skills to evaluate the information and put it together with the information from other members of your group (SALR 1), and oral and written products that are supported by the instructor in a developmental manner and ultimately graded (SALR 3).

CDCSEP DIVERSITY STATEMENT

Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

Student Conduct

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "Sycamore Standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

http://www.indstate.edu/sjp/code.htm

Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

AMERICANS WITH DISABILITIES ACT Statement
“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Laptop Usage

Unless indicated for classwork, the use of laptops is **NOT ALLOWED** during class. Students will be notified at least 3 days in advance if they need to bring their laptops in to complete an assignment or group work.

COURSE REQUIREMENTS

Contributions to a Safe Space

Remaining respectful of others is not only a request but a central requirement of this course. The content and structure of this class tends to facilitate discussions concerning differences in cultural and racial identities, personal beliefs, political positions and ideologies. It is normal to agree or disagree with others’ opinions to bring about exciting and active learning. Even in our disagreements, however, mutual respect enhances the learning experience.

Critical Engagement with the Readings

Students are expected to have completed the assigned readings before each class meeting. During class, full attention is requested on class activities. **As a courtesy to instructor and fellow students, please turn cell phones off; as such, no texting is permitted. Please do not surf the web during class unless explicitly directed to do so.**

Instructions for Course Assignments

Written assignments should be typed, double-spaced, and use 12-point font in the style of Times New Roman. Use the APA format (American Psychological Association, 6th edition) for your references. The Purdue University Writing Lab has a description of APA format with examples. The link is under the course website’s External Links. It is also under the Library’s Research Help→Personalizing Your Research Experience→Style Guides.

Late Work and Make-Ups:

Unless approved by the instructor in advance of the class, there will be no opportunity to hand in late work or make up missed assignments or tests.

Academic Dishonesty

Academic dishonesty is forbidden at Indiana State University. Cheating on tests or other course work, the submission of another’s work as your own, and plagiarism (borrowing too heavily from published material without adequate acknowledgement), are some of the activities that qualify as academic dishonesty. Aside from the real possibility of suspension, students also receive failing grades in the class and are banned from courses in their major when found in violation.
Students with Special Needs
Indiana State University embraces its responsibility for creating an educational climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please talk with me as soon as possible.

Participation in Evaluation of Course for Foundational Studies
As we end the course in December, a copy of the Foundational Studies Course Evaluation form for this course in Global Perspectives and Cultural Diversity will be provided to you.

ASSESSMENT OF STUDENT PERFORMANCE

Participation/Professionalism
It is not enough that you attend class. To explore your own learning, it is important that you contribute to our public discussions. As teachers and citizens, we need to be informed about issues of schooling. Issues of schooling include political, social, and economic issues, as well as philosophical issues. Issues of schooling tell a society what is important about itself.

You may feel you learn more by sitting and listening than by discussing. You may feel uncomfortable with some of the ideas in the texts and discussions. The material in class may be new to you, or it may seem unintelligible. However, there are no questions that cannot be asked or that are "dumb" in nature. Multicultural education depends on the group’s willingness to commit to open communication.
## CRITERIA FOR DETERMINING PARTICIPATION/PROFESSIONALISM POINTS

<table>
<thead>
<tr>
<th>Excellent Performance (Full Points)</th>
<th>Good Performance (-15 points)</th>
<th>Average Performance (-25 points)</th>
<th>Poor Performance (-50 points or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared thoroughly for each class session</td>
<td>Prepared for class sessions</td>
<td>Prepared for some class sessions and field experiences</td>
<td>Unprepared for class session.</td>
</tr>
<tr>
<td>Makes clear connections between readings during discussions</td>
<td>Provides some evidence of readings during class discussions</td>
<td>Provides evidence of readings asked to participate or collaborate with peers.</td>
<td>Unable or unwilling to make clear connections between readings during discussions</td>
</tr>
<tr>
<td>Participates openly and appropriately in small and large group discussions</td>
<td>Participates openly and appropriately in small group discussions</td>
<td>Participates openly and appropriately when it is suggested by instructors</td>
<td>Unable or unwilling to participate openly and appropriately in small and large group discussions</td>
</tr>
<tr>
<td>Asks probing questions about issues discussed in class or readings</td>
<td>Asks clarifying questions about issues discussed in class or readings.</td>
<td>Asks clarifying questions only in regard to assignments or course procedures</td>
<td>Does not ask any questions/comments about issues discussed in class or readings.</td>
</tr>
<tr>
<td>Develops collaborative relationships with peers</td>
<td>Develops collegial relationships with peers</td>
<td>Develops collegial relationship with peers</td>
<td>Unable or unwilling to collaborate effectively with peers.</td>
</tr>
<tr>
<td>Demonstrates capacity to communicate in ways that demonstrates sensitivity to a broad range of diversity (person first)</td>
<td>Demonstrates an increased ability to communicate in ways that demonstrates sensitivity to a broad range of diversity (person first)</td>
<td>Demonstrates a limited ability to communicate in ways that demonstrates sensitivity to a broad range of diversity (person first)</td>
<td>Unable or unwilling to demonstrate capacity to communicate in ways that demonstrates sensitivity to a broad range of diversity (person first)</td>
</tr>
<tr>
<td>Demonstrates capacity to self-assess from multiple perspectives during class discussions</td>
<td>Demonstrates an increased ability to self-assess from multiple perspectives</td>
<td>Attempts to self-assess from multiple perspectives</td>
<td>Unable or unwilling to demonstrate capacity to self-assess from multiple perspectives during class discussions</td>
</tr>
</tbody>
</table>

### Unit Test
There will be 2 unit tests from the supplementary texts and articles assigned. These tests will be oriented around information presented in the text(s) and class along with class discussions and auxiliary readings. The format for tests will consist primarily of objective questions, such as True/False and Multiple Choice. In addition, the tests will feature subjective questions that assess your ability to apply course content to everyday occurrences involving multicultural issues.
Personal Inquiry Group Project
Working collaboratively in a small group, you will select a topic of interest from a list of educational issues provided by the instructor. Your group will be given the opportunity to plan and teach a lesson to the class on your topic. You are expected to provide a background on your topic as well as developing a lesson for the class. Groups will consist of no more than 6 students. You will submit a lesson plan prior to teaching the lesson.

Authentic Voices
Students will read an autobiography of a person with a disability or of an individual from a different ethnic/cultural background. The assignment can provide a more personal perspective on diversity and disability issues/experiences. Students can expect to provide information on the life, contribution(s), and areas for future development. Students will participate in a class discussion and provide a written reflection. In a three-page paper (double spacing), share your discoveries, questions, and concerns. How could this book contribute to your development as a world-class teacher?

Personal Philosophy and Action Plan
The culminating assignment of the semester is the EPSY 341 portfolio submitted during finals week. The portfolio invites each student to reflect on the semester and asks each student to synthesize what was learned in a way that is personally meaningful and that demonstrates learning.

Required Components of the EPSY 341 Portfolio

Personal Philosophy Reflection and Action Plan for Future Growth

A. Personal Philosophy Reflection
   • Clearly define and describe what you believe to be key components of culturally responsive teaching and inclusive classroom practice. This statement relates your beliefs and values as they have been challenged, confirmed, and further developed during the EPSY 341.

B. Action Plan
   • How have you grown over the semester?
   • What do you see as your strengths at this point in your development?
   • What challenges confront you at this point in your development?
   • Describe your personal goals to overcome these challenges as next steps to becoming a culturally competent and world class educator? Include specific action steps.

C. EPSY 341 Artifacts
   • Cultural Autobiography
   • Reflection Paper (I)
   • Reflection Paper (II)

This assignment fulfills the developmental writing requirement of all foundational studies/general education classes.
Evaluation of student performance in this course will be based on the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Voices</td>
<td>100</td>
</tr>
<tr>
<td>Personal Inquiry Group Project</td>
<td>200</td>
</tr>
<tr>
<td>Unit Tests (2) (75 pts for each)</td>
<td>150</td>
</tr>
<tr>
<td>Test 1</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>75</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>250</td>
</tr>
<tr>
<td>Action Plan</td>
<td></td>
</tr>
<tr>
<td>Cultural Autobiography (Final Draft)</td>
<td></td>
</tr>
<tr>
<td>Personal Philosophy</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper (I)</td>
<td></td>
</tr>
<tr>
<td>Reflection Paper (II)</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>2.5 pts Present and on time at 11a</td>
<td></td>
</tr>
<tr>
<td>1.5 pts Present after 11:05a</td>
<td></td>
</tr>
<tr>
<td>0 pts Absent or present after 11:15a</td>
<td></td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>125</td>
</tr>
</tbody>
</table>

1000 points

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 % +</td>
</tr>
<tr>
<td>A</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87– 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67- 69%</td>
</tr>
<tr>
<td>D</td>
<td>63- 66 %</td>
</tr>
<tr>
<td>D –</td>
<td>60– 62 %</td>
</tr>
<tr>
<td>F</td>
<td>59%</td>
</tr>
</tbody>
</table>

Grading is done holistically.

Many assignments will have a task-specific scoring rubric.