

## ESLA 442, Culture and Education, Syllabus (3 credits)

### COURSE DESCRIPTION

Culture and Education (ESLA 442) is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Topics will include the historical, philosophical, sociocultural, and theoretical foundations of multicultural education; the importance of cross-cultural communication including relationships between nonverbal and verbal language systems; interpersonal skills for encouraging harmony between cultures and culturally and linguistically diverse populations. Students will also examine and evaluate curricular materials for culturally and linguistically diverse populations.

### REQUIRED TEXTS & RESOURCES

- Banks, James A. (2006). *Cultural diversity and education: Foundations, curriculum and teaching*. Boston: Allyn & Bacon.
- Delpit, Lisa. (1995). *Other people's children*. New York: The New Press.
- Pipher, Mary. (2002). *The middle of everywhere: The world's refugees come to our home town*. New York: Harcourt, Inc. (copy provided)
- Additional Resources to be Downloaded from LMS

**NOTE:** The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com).

### COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1	What is Multicultural Education?	
	Introductions	
	Week 1 Video: Bringing Cultural Context and Self-Identity into Education: Brian Lozenski	
	Forum Discussion #1	Due Week 1, Day 5
	Forum Discussion #2	Due Week 1, Day 5
	Cultural Experience Reflection (50 pts)	Due Week 1, Day 7

	Begin the Learning Log for Supplemental Reading Reflections	Due Week 7, Day 7
	Statement of Teaching Philosophy – Update your existing philosophy to include aspects of cultural diversity (25 pts.)	Due Week 1, Day 7
<b>Week 2</b>	<b>The History and Development of Multicultural Education</b>	
	Week 2 Video: Multiculturalism – Equity Pedagogy	
	Forum Discussion #1	Due Week 2, Day 5
	Forum Discussion #2	Due Week 2, Day 5
	Response to Supplemental Reading (Learning Log)	Due Week 2, Day 7
	Peer Review of Updated Statement of Teaching Philosophy (75 points)	Due Week 3, Day 7
<b>Week 3</b>	<b>Culture, Ethnicity, and Education; Educational Paradigms</b>	
	Week 3 Video: Changing Educational Paradigms by Ken Robinson	
	Forum Discussion #1	Due Week 3, Day 5
	Forum Discussion #2	Due Week 3, Day 5
	Response to Supplemental Reading (Learning Log)	Due Week 3, Day 7
	Conducting an Interview with an ESL teacher – Schedule and turn in time line.	Due Week 3, Day 7
<b>Week 4</b>	<b>Identity – Race, Disability, Giftedness</b>	
	Week 4 Video: Building Diversity in Gifted Programs by Amanda Champany	
	Forum Discussion #1	Due Week 4, Day 5
	Forum Discussion #2	Due Week 4, Day 5
	Response to Supplemental Reading – Learning Log	Due Week 4, Day 7
	Case Study Evaluation – Find a case study relating to one of the following issues: race, disability, giftedness, gender, and linguistics (ESL). Share in a forum. (100 points)	Due Week 4, Day 7
	Interview Presentations	Zoom
<b>Week 5</b>	<b>Cross-Cultural Teaching and Social Change</b>	

	Week 5 Video: Multiculturalism in the Modern World by Jen Holladay	
	Forum Discussion #1	Due Week 5, Day 5
	Forum Discussion #2	Due Week 5, Day 5
	Response to Supplemental Reading (Learning Log)	Due Week 5, Day 7
	Identify software that can be an effective teaching tool and demonstrate to class (100 points)	Due Week 5, Day 7
<b>Week 6</b>	<b>Language, Gender, and Education</b>	
	Week 6 Video: What Kindergarten Taught Me about Gender by Batya Greenwald	
	Forum Discussion #1	Due Week 6, Day 5
	Forum Discussion #2	Due Week 6, Day 5
	Assignment Reflection – 3 Favorites/Most effective Takeaways from this course.	Due Week 6, Day 7
	Response to Supplement Reading (Learning Log)	Due Week 6, Day 7
<b>Week 7</b>	<b>Reducing Prejudice</b>	
	Week 7 Video: Interview with Dr. Ty Ford, Headmaster at Lee Scott Academy in Auburn, AL	
	Forum Discussion #1	Due Week 7, Day 5
	Forum Discussion #2	Due Week 7, Day 5
	Response to Supplemental Reading (Learning Log)	
	Final Thoughts Paper – did you grow in terms of understanding culture? Use your learning logs and reflect on what you wrote from Week 1 to Week 7.	Due Week 7, Day 7

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Cultural Experience Reflection	50
Discussion Forums (14 @ 10)	140
Peer Review – Statement of Teaching Philosophy (Statement 25, Peer Review 75)	100
Reflections from Readings/Questions	110
Case Study Evaluation (Project)	100
Interview Presentation/Write Up (Write up 50, Presentation 50)	100
Identifying Effective Online Teaching Tools (Research Software Programs & Resources)	150
Best Practices	100
Learning Log for Questions/Reflections	100
Final Thoughts Paper	150
<b>Total Points:</b>	<b>1000</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<b>Goal 1:</b> The student will become cognizant of historical, philosophical, sociocultural, and theoretical development of multicultural education and begin to formulate a personal and teaching philosophy respective of the role of the teacher as a mentor in serving culturally and linguistically diverse student populations.		<b>Program Objective(s)</b>
	<b>Objective 1.1:</b> Students will update their Statement of Teaching Philosophy and apply Multicultural principles.	1.2
	<b>Objective 1.2:</b> Students will skillfully manage the setup and implementation of environments and activities for young children in a culturally diverse classroom while demonstrating knowledge of behavior management.	

<b>Goal 2:</b> The student will describe the teacher's role in working with families and multicultural communities and fostering parent involvement in education. Students will demonstrate proficiency in listening, speaking, reading, and writing English and effectively communicating with multicultural families.		2.3, 2.4, 4.2
	<b>Objective 2.1:</b> Students will demonstrate knowledge regarding the variety of curricula, methods, and materials that can be used effectively with young children in a culturally diverse classroom.	
	<b>Objective 2.2:</b> Students will create or identify ideal communication pathways between the teacher and the child's family and will provide three examples of how to increase parental participation in their child's education.	
<b>Goal 3:</b> The student will identify and discuss characteristics of diverse student groups and effective teaching strategies for culturally and linguistically diverse student populations.		2.4, 3.4
	<b>Objective 3.1:</b> Students will demonstrate best practices for teaching in a multicultural setting.	
	<b>Objective 3.2:</b> Students will identify learning styles within a diverse student population and incorporate teaching methods to connect with their students.	
<b>Goal 4:</b> The student will understand and be able to interpret nonverbal signals in different language systems.		1.2, 2.1, 2.2, 2.4
	<b>Objective 4.1:</b> Students will identify nonverbal signals common in three cultures and explain the differences to the class.	
	<b>Objective 4.2:</b> Students will organize a brief teaching tutorial to demonstrate non-verbal best practices.	
<b>Goal 5:</b> The student will understand and appreciate information about a group and its contemporary lifestyle in the United States and be cognizant of the implications for federal regulations, litigation, and cultural/linguistic theory for the assessment of students of limited English proficiency.		2.5, 5.2, 5.5
	<b>Objective 5.1:</b> Students will research and explain an assessment for ESL populations and highlight features of this assessment and if possible, connect the assessment to the passing of certain legislation.	
	<b>Objective 5.2:</b> Students will provide three examples (one representing each area) of federal regulations, litigations, and cultural/linguistic theory and present to the class.	
<b>Goal 6:</b> The student will develop interpersonal skills needed for encouraging harmony and fairness between minority and students of the dominant culture as well as their cultural communities.		4.4, 5.1,
	<b>Objective 6.1:</b> Students will plan an event to encourage communication and collaboration between different cultures that are represented in a fictitious classroom.	
	<b>Objective 6.2:</b> Students will complete a self-assessment to identify interpersonal strengths and explain how they can apply these to a multicultural classroom setting.	

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent

reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## **COURSE EXPECTATIONS**

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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