

EDU 8678-001

Multiculturalism, Gender, and Inclusion in Schools

Fall 2005

Thursday

05:20 pm to 07:20 pm

Tolentine Hall – Room 210

Credit Hours: 3

Professor: Edward Garcia Fierros, Ph.D.

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The continuing challenge for all teachers is to create a classroom environment that is responsive to and supportive and nurturing of all kinds of diversity.

Required Texts:

- 1) Delpit, L.D. (1995). *Other people's children: cultural conflict in the classroom*. New York: New Press.
- 2) Howard, G. (1999) *You Can't Teach What You Don't Know*. New York: Teacher College Press.
- 3) Readings as Assigned

Course Description: An investigation of the complex issues of race, culture, gender, sexual orientation, and special education through intellectual inquiry and study. Students in the course will investigate the philosophical, theoretical, and historical foundations of multicultural education, gender education, and special education.

Course Objectives:

The students will develop a well-grounded framework for understanding cultural and community diversity and special education and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction (INTASC Core Principles, 2002).

1. To explore the history and purpose of multicultural education in society.
2. To develop a personal philosophy regarding multicultural education.
3. To research and collect resources, ideas, and learning activities pertinent to multicultural education.
4. To identify teaching practices maximizing learning for women students.
5. To examine the history and purpose of special education in the U.S.
6. To fashion a personal philosophy regarding special education issues.
7. To investigate and collect resources, ideas, and teaching activities pertinent to special education

These goals reflect Villanova University's strategic goals of cultural diversification.

Pennsylvania Teacher Standards: Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision making based upon: subject matter, organization and integration of content and the relationship of content to educational, career and life goals, students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and the special needs of the exceptional student, the community and community resources, current educational standards and practices.

INTASC STANDARD: Standard 3, Diverse Learners.

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

INTRODUCTION

Methodology:

The *Multiculturalism, Gender, and Inclusion in Schools* course is designed as a lecture/discussion course. Typically, each class consists of student-focused discussion groups in a modified seminar. Students will be asked to conduct thoughtful discussion of the assigned topics. The course experience will be cooperative in nature, with students working in small groups on discussion themes, toward resolution of issues and debates raised in class and in the readings. Class assignments will include critical reviews of relevant books and journals, classroom assignments, and two writing assignments that together make up a final course project portfolio. The project portfolio addresses the three themes of the course (i.e., multiculturalism, gender, and inclusion).

COURSE FORMAT

The course will include multiple instructional approaches including lecture, discussion, small group activities, presentation, and critical reflection activities.

Tentative Calendar – The professor reserves the right to change the syllabus at any time during the semester. You will be informed of any changes (e.g., films)		
Dates	Topic	Readings (to be read before class) ☐ = Available via electronic readings at Falvey Library.
8/25	<ul style="list-style-type: none"> Syllabus Review Questions? Questions? Questions? Discussion of Assignments, Field Placements, Writing Project 	
9/1	<ul style="list-style-type: none"> Dimensions, History, and Goals of Multiculturalism 	☐ Banks (2001) <i>Cultural diversity and education: foundations, curriculum and teaching</i> . Boston; MA: Allyn & Bacon. p. 1-39 ☐ Tatum (1997). <i>Why are all the Black Kids Sitting Together in the Cafeteria?</i> p. 1-28.
9/8	<ul style="list-style-type: none"> The Silenced Dialogue 	Delpit, L. (1995). <i>Other People's Children cultural conflict in the classroom</i> . New York, NY: Basic Books. p. 11-76; 167-184.
9/15	FILM COLOR OF FEAR White Dominance.	Howard, G. (1999) <i>You Can't Teach What You Don't Know</i> . (p. 10-48) ☐ Tatum (1997). "Why are all the Black Kids Sitting Together in the Cafeteria?" p. 52-74.
9/22	PROSPECTUS FOR FIELD PLACEMENT PROJECT DUE	Howard, G. (1999) <i>You Can't Teach What You Don't Know</i> . (p. 49-112)
9/29	Gender and Sexuality: <ul style="list-style-type: none"> Gender in School Social Construction of Gender The Gender Gap 	☐ Frawley, T. (2005) Gender Bias in the Classroom: Current Controversies and Implications for Teachers. <i>Childhood Education</i>

10/6	Gender in School ** Paper #1 DUE	Chapman, Gender Bias in the Classroom – Email Handout Yearbook Activity
10/13	No Class Fall Semester Break	
10/20	Hidden Lessons: The Miseducation of Boys Lesson Plan #1 Due	▣ Sadker & Sadker (1994) <i>Failing at Fairness</i> . p. 197-225
10/27	Film: Educating Peter Individual with Disabilities Education Act (IDEA) of 1990 (PL 101-476) 1. Historical Background of Inclusive Education 2. IDEA Implementation	Couhtino and Rupp, (1999) <i>Inclusion, The Integration of Students with Disabilities</i> , p. 9-36
11/3	Individual Characteristics in Learning Styles	▣ Winzer and Mazurek (1994) <i>Special Education in Multicultural Contexts</i> , p. 149-170.
11/10	Classroom Assessment for Students with Special Needs in Inclusive Settings	Spinelli (2002) <i>Classroom Assessment for Students with Special Needs in Inclusive Settings</i> , 3-45
11/17	Individualized Education Programs (IEP's). Lesson Plan #2 Due	▣ Stickland and Turnball, (1993). <i>Developing and Implementing Individualized Education Programs</i> , 3-28
11/24	No Class	Thanksgiving
12/1	Paper #2 - Due Individual Presentations	
12/8	Individual Presentations	
12/15	Week of Finals	

Late Assignments: If you must turn in an assignment late, you are expected to notify me in advance and to be able to provide some proof of your trouble. If you do not satisfy these criteria, your paper will be considered late and will be docked 10% of its value for each day it is late.

Grading: Your course grade will be based upon a standard conversion of the total points you have earned into a corresponding letter grade, as follows:

A = 94% and above	B+ = 87-89%	C+ = 77-79%	D = 60-69%
A - = 90-93.49%	B = 83-86	C = 73-76	F = 59% and below
	B - = 80-82	C - = 70-72	

Assignments in my courses that meet the requirements of the assignment generally receive a 95 or A. Only exceptional work will receive a grade higher than 95.

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| <ul style="list-style-type: none"> Demonstrate understanding of the material in the text during class discussions. In-class participation, attendance, and professionalism (complete individual and | 10% |
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group classroom in-class activities)	
• Discussion Leading –(DATES AS ASSIGNED AND SCHEDULED)	10%
• Lesson Plans	10%
• Paper #1	30%
• Paper #2	35%
• Presentation	5%

Reading Guidelines: Some questions you might consider are:

- What was the reading about?
- How is it important?
- What did you get from it or what do you think you were supposed to get from it?
- Which of your own beliefs, opinions, and values did it challenge or corroborate? How so? Will it affect your practices as an educator? Why or why not?
- How are educational policies or how these policies are view affecting the education system? What does this mean for me as an agent of social justice?

Cheating, Plagiarism: As a community committed to the Augustinian ideals of truth, unity and love, Villanova University prides itself on maintaining the highest standards of academic integrity and does not tolerate any form of academic dishonesty or misconduct. Dishonesty (including plagiarism) in any assignment, test or examination, or multiple submissions of papers is punishable by the grade of F and is to be reported, through the deans, to the Vice President for Academic Affairs. A second offense will result in the dismissal of the student from Villanova University.

Special Education Students

The Office of Learning Support Services, in conjunction with faculty, provides reasonable accommodations for students with various disabilities. Often students are hesitant to request support since they have done so well through high school and are now part of a competitive university. However, disabilities are not something that you outgrow - it is something that you learn to master. In order to obtain accommodations, students must register with the Learning Support Office by submitting current documentation. To ensure confidentiality, students must complete a Request for Accommodation Form each semester at Villanova in order to receive accommodations during that semester. Nothing can be shared with your professors without your permission. Call or email the office for an appointment. Phone: 610-519-5636 E-mail: nancy.mott@villanova.edu

Leading Discussions (10%) – Dates as Assigned

You have been assigned to facilitate or lead the discussion. You will be responsible for preparing the focus or theme for the class. You must submit and discuss your lesson plan with Dr. Fierros at

least **1 hour** before class. During this pre-meeting we will also decide on which questions to include in the day's lesson plan. This submission can be completed in person in SAC room 359 or via email if necessary. The lesson plan should meet the criteria of the Multicultural lesson plan rubric (Ambrosio, et al, 2002).

Some helpful guidelines

- a) create a range of questions to ask students based on the reading - know the answers
- b) Ask questions at different levels
- c) Don't ask yes or no questions.

Question types includes:

- factual questions that are important and are stated clearly in the text
- questions that ask the student to figure out the authors main point
- "what if" questions
- imaginative questions (if you were in this situation...)
- questions that help students to contextualize the material within the larger framework of the course
- questions that relate the day's material to material read on previous days.



EDU 8678 Lesson Plan Assignment (10%)

Lesson Plan #1 - Planning and Teaching a Multicultural Lesson – Due 10/20

Students are required to develop a lesson plan and collect instructional resources for the education of students from different cultural, racial, ethnic, and language groups.

Lesson Plan #2 - Planning and Teaching an Inclusion Lesson – Due 11/17

Students are required to develop a lesson plan and collect instructional resources for the education of students from different cultural, racial, ethnic, and language groups.



Paper #1 (30%) - Multiculturalism, Gender, and Inclusion Paper Guidelines

1. Your paper should be in American Psychological Association (APA) style, 5-7 pages long, typed and double-spaced (#10-12 font).

Grading Guidelines: The course papers are graded using the following guidelines:

Exceptional 10 -9	Adequate 8 –7	Inadequate 7 and below
Thoughtful, accurate, and thorough discussion. Paper includes analysis or synthesis of the topic(s).	Limited but accurate discussion. Summary information from texts and resources with limited analysis.	Lacks understanding and/or not accurate discussion. Limited summary and analysis from text and resources about the topic.



Paper #1 (30%)- Multiculturalism, Gender, and Inclusion Paper Guidelines – Due 11/3/04

Your paper should be in American Psychological Association (APA) style, 10-12 pages long,

typed and double-spaced (#10-12 font).

Paper Topic: This paper is a review of research in an area of multiculturalism, gender, or inclusion. This area should be of interest to you.

Writing Guidelines: The course reflection papers are graded using the following guidelines:
Guidelines for Course Paper #1

1. The paper should use an adequate number of scholarly research journals.
2. The individual research project will provide you with the practice of both writing and presenting your research project. It will facilitate your mastery of theories and techniques that are important in multicultural education, gender, or inclusion research. The research project can be related to any topic in multicultural education, gender education, or inclusion education, however it must focus on one or more school-related aspect. For example, it could be related to your classroom teaching, assessment and evaluation of some education activities for your discipline, a mini-research project, or a historical in-depth investigation of an area of multicultural education, gender education, or inclusion education.

The purpose of this paper is to provide you an opportunity to produce a coherent representation of your understanding related to the goals for this course.



Paper #2 (30%) - Field Placement Project

The Field Placement Project is dependant on your particular student status. For those of you that are teaching now please adapt your selected project to your classroom/school situation. For those of you that are not currently teaching field placements will be identified for you.

Option 1) Multicultural Field Experience Project

Field Experience Project: Students will experience and critically evaluate current practices of multicultural education in the classrooms, community based and/or human service agencies, business and industrial settings. Students are required to submit a prospectus¹ for the field experience to the instructor by **9/22**. The prospectus must include a statement of: **1) Purpose** (what you are going to study); **2) Method** (how you are going to study it); **3) Population to be studied** (general demographics as to: who, age-range, SES, formal education, residence in Pennsylvania, etc.); **4)** Students will spend at least [**X**] hours in the field setting while gathering data for their final presentation.

Objectives

1. Students will gain a broad knowledge base of the characteristics, educational implications, and experiences of students of color.
2. Students will describe academic and behavioral characteristics of students of color and reflect on the advantages and limitations of a variety of curricula, intervention strategies and classroom management techniques designed to address students' academic learning, behavior, and communication.

Written Report of Field Experience: A written report on the field experience is required. This report must be at least 10 pages in length, typed, double-spaced.

¹ The purpose of the prospectus is to give the professor an opportunity to review your topic selection and to provide direction for the final product.

Option 2) Special Education Field Placement Project

During the semester, we will examine the needs of exceptional learners, the identification of specific learning disabilities and special adaptations teachers can make in the regular inclusion classroom. We will learn about the legal requirements of special education, testing procedures, the development of Individualized Education Plans (IEP's), and the support systems and services offered by schools. As part of this process we will engage in readings, discussions, and demonstrations.

You will follow a special needs learner in your school to understand the diagnosis, nature of the student's needs, and types of services both prescribed and offered to the student by the school. We will share student cases at the end of the term.

OBJECTIVES

1. Students will observe a continuum of service delivery options available to students with disabilities.
2. Students will gain a broad knowledge base of the characteristics, educational implications, and effects on development associated with disabilities.
3. Students will describe academic and behavioral characteristics of students with disabilities and reflect on the advantages and limitations of a variety of curricula, intervention strategies and classroom management techniques designed to address students unique needs in the areas of academic learning, behavior, communication, physical-motor development, self-help, independent living and transition.

Suggested Instructions:

(n.b., these instructions are not suggestive and may offer some direction)

1. Discuss the assignment and observations with your cooperating teacher. Identify a student for observation using the definitions provided in Section B. **DO NOT USE THE STUDENT'S NAME ON ANY OBSERVATION FORM.**
2. Complete the observation form by objectively observing and recording brief, factual, and bias-free data during your observation. If possible, observe the student in more than one setting (classroom, PE, music, library). The descriptors provided under No. 5 will provide some guidelines in writing your observations.
3. Limit your comments; report only that which is necessary to get your point across.
4. Maintain professional conduct in **safeguarding the confidentiality of the student. Do not attempt to diagnose a student.**
 - a. Do not reveal the identity of the student.
 - b. Maintain all information in strictest confidence.
 - c. Do not discuss the assignment where you may be overheard and with individuals not directly involved in your assignment.
 - d. Be objective in your assignment; your acceptance of this student as an individual should not be affected by this assignment.
5. The following descriptors will provide some guidance in observing students.
 - a. Personal Appearance: physical appearance; dress, general health, moods;
 - b. Work Habits: attention span; ability to read, compute, analyze; follows instructions; completes assignments; turns in assignments; works with others; misplaces materials, texts; cooperates; on task;
 - c. Leisure Habits: reads; doodles; does nothing; seeks attention; out of their seat; suggests ideas for leisure time;
 - d. Areas of Strength: personal interests, talents, skills, abilities;
 - e. Areas of Weakness: physical/mental handicaps; inability to read, compute, analyze; social, cultural, value conflict; off task; out of seat; noises;

- f. Peer Interactions : cooperates, teases others
 - g. Teacher Interaction: approaches the teacher; does not approach the teacher; seeks assistance; responds to teacher in class activities;
 - h. Student Reaction to Unusual Circumstances: strong disagreements; fights; accidents; absences; fire drills;
 - i. Other Comments: tardiness; illness; called to office; cafeteria; playground; parental visits to class.
6. You will complete [X] hours of observations.
7. After observing special needs student(s) and recording the necessary information, evaluate what you will need to teach a lesson's objectives to this special needs student. You will then make contact with those persons from the school, the district, and/or the ESD who are the specialists to help you incorporate strategies for (at least) one lesson plan to meet the needs of this special needs student. Following the input from your cooperating teacher, either teach or team-teach the lesson you have developed. Possible contact persons are:
- a. District Special Needs Specialist
 - b. Building Contact Person (Resource teacher, etc.)
3. School District Person (Specialist for Special Needs Students)

Written Report of Special Education Field Experience: A written report on the field experience is required. This report must be at least 10 pages in length, typed, double spaced.

Field Experience – General Information

- 1. Maintain an anecdotal log of observations during your field placement. Incorporate your observations into the narrative of your final report and include as an addendum to your report.
- 2. On the occasion of your last visit, try to schedule an “exit” conference with your contact teacher to obtain his/her insights, recommendations and to share your own observations and experiences with the students. This is a dress-rehearsal for your student teaching experience and is part of the professional culture of teaching.
- 3. Write a thank-you letter to your contact teacher and one to the class. Also write a letter to the building and/or program administrator. Begin building a positive network in anticipation of your entry into the profession. Please include these letters in your final report as part of the addenda/appendix or attachment session.

Field Placement Products:

- Field Placement Project Paper
- Anecdotal Log of Observations (i.e., field notes)

Presentation 12/1 & 12/8

You should develop a descriptive and critical presentation of one of your two papers. The descriptive and critical presentation should be 15 minutes in length. I encourage you to use some form of media in your sharing.

Oral Presentation Rubric

The descriptive and critical presentation should include aspects from one of your three papers. The presentation should be at least 15 minutes in length. You will be required to submit an outline or summary of your presentation. PowerPoint, overheads, or some form of media is recommended.

Your Name: _____ Topic: _____

	Possible Points	Actual Points
Provided depth in coverage of topic(s).	45	
Presentation was well planned and coherent.	30	
Presenter was a model of thoughtfulness. Personal experience integrated where relevant and appropriate. Explanations and reasons given for conclusions.	15	
Communication aids were clear and useful.	10	
Total Possible Points	100	

Bibliography of Optional Readings and Resources

Armstrong, D. C. (1989). Basic design concepts. In *Developing and documenting the curriculum*. (pp. 54-58). Boston: Allyn and Bacon.

Armstrong, D. G. (1989). *Developing and documenting the curriculum*. Boston: Allyn and Bacon. Chapter 4 (Content); Chapter 10 (Evaluation)

Banks, J. A, Cortés, C. E., Gay, G., Garcia, R. L. & Ochoa, A. S. (1976). The Multiethnic education program evaluation checklist. In *Curriculum for multiethnic education*. (pp. 42-48). Washington, D.C: National Council for the Social Studies.

Banks, J. A. (1990). *Teaching strategies for ethnic studies*. (5th ed.). Boston: Allyn and Bacon.

Carter, P. (1983). Selecting resources for the multicultural classroom. *Momentum*, 14 (1), 47-49.

Cushner, K., McClelland, A., & Safford, P. (1992). *Human Diversity in Education*. New York: McGraw-Hill. Chapter 5.

Garcia, R. L. (1982). Guidelines for pluralistic teaching. In *Teaching in a pluralistic society: Concepts, models, strategies*. (pp. 170-187). New York: Harper and Row.

Gay, G. (1982). Designing curriculum. In D. E. Orlosky (Ed.). *Introduction to education*. (pp. 473-489). Columbus, OH: Merrill.

Gay, G. (2000). *Culturally responsive teaching: theories, research, and practice*. New York, NY: Teacher's College Press.

Grant, G. (1974). Criteria to cultural pluralism in the classroom. *Educational Leadership*., 190-192.

Hernandez, H. (1989). *Multicultural education: A teacher's guide to content and process*. Columbus: Merrill.

Pratt, D. *Curriculum planning*. Chapters 4 (Assessing Student Learning); Chapter 7 (Planning for Individual Differences---Activities);

Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & World. Chapters 12 & 18 (Content); Chapter 17 (Activities); Chapter 19 (Evaluation).

Teidt, P. L. & Teidt, I. M. (1990). *Multicultural teaching: A handbook of activities, information and resources*. (2nd ed.). Boston: Allyn and Bacon.

Periodicals

Equity and Excellence in Education Westport, CT : Greenwood Pub. Group, 1993-.

Journal of Multicultural Counseling and Development. Alexandria, VA: Association for Multicultural Counseling and Development, 1985-.

Multicultural Perspectives, National Association for Multicultural Education, Washington, DC.

Internet

Multicultural Pavilion. <http://www.edchange.org/multicultural/>

Standards: An International Journal of Multicultural Studies.

<http://www.colorado.edu/journals/standards/>

STANDARDS is the first international journal for multicultural studies on the web and is committed to providing an open forum for a broad spectrum of multicultural issues, in the U.S. and around the world.

Urban Education Web. <http://eric-web.tc.columbia.edu/>

ERIC Clearinghouse on Urban Education.

Education World: Technology in the Classroom: Templates for Teachers

http://www.education-world.com/a_tech/tech101.shtml

Useful templates for teachers including IEP forms, discipline contracts, and permission forms.