BESL 2301-03 Multicultural Influences on Learning
Fall 2017

College of Education
Department of Language, Literacy, and Special Populations

Instructor: Cherrell L. Mike
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Office hours: Online, and email

Day and time the class meets: Online

Location of class: Online

Course Format: BESL 2301 Multicultural Influences on Learning is an online course. Class sessions will include a combination of online discussions, assignments, quizzes and exams. This course will also utilize BlackBoard for communication, information sharing, assignment submission, and assessments.

Since this is an online course, please be sure to check your SHSU email daily.

Course Description: This course builds and expands prior professional knowledge, preparation, and experience fostering astute awareness, knowledge, and skills so that individuals may interact in learning environments with learners whose cultural background may differ from their own. Major emphasis will be placed on the influence of culture, importance of understanding our own cultural backgrounds and experiences, and the micro cultures of class, ethnicity, race, gender, age, and language on education. The course develops knowledge on issues impacting the public schools and society in the area of diversity to help understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, culture, race, social class, and educational areas. It also provides an overview on the diversity and richness of our multicultural nation and how the differences expand rather than limit one's education. Prerequisite: None. Credit 3.

Textbooks: Bucher, R.D. (2015). *Diversity consciousness (4th ed.)*. Upper Saddle River, NJ: Pearson.

Course Objectives:
1. Illustrate the importance of diversity in this era of globalization.
2. Articulate the positives and challenges created by our changing cultural landscape.
3. Describe and give examples of the demographic, technological, and social changes that are responsible for the growing importance of diversity.
4. Analyze how the social and cultural context mediates teaching and learning.
5. Analyze how social structures of race, class, gender, (dis)ability, and sexuality work to create relations that privilege to some and deny opportunity to others.
6. Identify and evaluate those diversity skills that promote a more inclusive school and work environment.

7. Articulate the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to promote working and learning environments that support the cultural identities of students.
8. Explain and apply selected dimensions of diversity to oneself and one's life experiences.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the last page of the syllabus.

IDEA Objectives: In this course, our focus will be on these major objectives:

<u>Essential</u>: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
<u>Important</u>: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

Course Evaluation:

**To receive an "A" in the class all course assignments must be completed.
The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus to meet individual needs of the student.

Grading the Course Assignments:		
Self-Introduction	20	
Family History	50	
Cultural Identity Paper	100	
6 Discussions (20 pts. each)	120	
Cultural Interview Paper	100	
4 Quizzes (30 pts. each)	120	90 – 100 % A
Exams (100 pts. each)	200	89 – 80 % B
2 Movie reaction essays	200	79 – 70% C
3 Quickwrites (30 pts. each)	90	69 – 60 % D
		below 59 % F
Total	**1000** pts	

<u>FORMAT FOR COURSE DOCUMENTS</u>: All assignments outside of class must be computer-generated, double-spaced, using a 12 point Arial or Times New Roman font. Please put your name on all assignments uploaded.

<u>ASSIGNMENTS</u>: Each assignment has a folder on BB with assignment guidelines and rubrics.

1. Self-introduction assignment: Write a short introduction of yourself on BB (40 pts.). Respond to at least two other classmates self-introductions. **20 pts. total.** See BB for details.

2. Family History: Write a one page essay about anything you know about your family's history. If you don't know your history, write about why you don't know about it. See BB for details. **50 pts. total.**

3. Cultural Identity Paper: Write a 3-4 page reflective paper that describes your cultural identity and the social and economic factors that have influenced your cultural identity. See BB for additional details. **100 pts.**

4. Discussions and discussion responses - There are four discussions online. You must complete one initial post and one response to a classmate's in order to receive credit. (25 pts. each). **100 pts.** See BB for details

5. Cultural Interview Paper: Interview someone from a different cultural or ethnic group. Write a 3- 4 page report on this interview. The interview report will begin with a section describing (giving a detailed background of the person you are interviewing) the interviewee and why this person is considered someone from a different culture from yours. Additional guidelines are posted on BB. **120 pts.**

6. Quizzes: Four quizzes (30 pts. each) will be given to ensure that you are completing the readings. The quiz will cover the readings listed in the syllabus. If you do not complete quiz by the due date you will be marked absent. **100 pts. total.**

7. Exams: There will be two exams **(midterm and final)**. Each exam will be worth 100 pts. **200 pts. total.**

8. Movie reaction essay: Choose two of movies on the list posted. Watch the movie and write a 2-3 page reaction to each movie using the guidelines provided on BB. Please check the syllabus for due dates. 100 pts. each. **200 pts. total.**

9. Quickwrites: Quick writes are brief, timed writing opportunities that require only 3-10 minutes to engage in critical thinking in written form. There are three quickwrites 30 pts. each. **90 pts. total**

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CLASS SCHEDULE

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Assignments in red, **Discussions in purple,** **Quizzes and exams in blue**

Date	Topic	Reading assigned	Assignments due
Week 1 8/23-8/27	**Introduction to the class**		**Self-introduction due on BB Response to others' intro due**
Week 2 8/28-9/3	**Faces of America**	**None**	**Family history due**
Week 3 9/4-9/10	**Overview of diversity**	**Ch. 1**	**Discussion 1 post / response due**
Week 4 9/11-9/17	**What is diversity consciousness?**	**Ch. 2**	**Quiz 1 – chapters 1 & 2**
Week 5 9/18-9/24	**Personal and social barriers to success**	**Ch. 3**	**Discussion 2 post / response due**

Week 6 9/25-10/1	Developing diversity consciousness	Ch. 4	Quiz 2 – chapters 3 & 4 Cultural Identity paper due
Week 7 10/2-10/8	A Class Divided		Discussion 3 post / response
Week 8 10/9-10/15	Midterm	Midterm covers Ch. 1 – 4 and all content from Weeks 1-7	Movie Review 1 due Midterm exam
Week 9 10/16-10/22	Communication in a diverse community	Ch. 5	Discussion 4 post / response due
Week 10 10/23-10/29	Social networking and diversity consciousness	Ch. 6	Quiz 3 – chapters 5 & 6
Week 11 10/30-11/5	Diversity in schools – race, ethnicity & SES		Quick write 1 Cultural Interview due
Week 12 11/6-11/12	Diversity in schools – religion		Quick write 2 Discussion 5 post / response
Week 13 11/13-11/19	Inclusiveness	Ch. 9	Quiz 4 – chapter 9 Movie review 2 due
Week 14 11/20-11/26	Diversity in schools – Gender identity and sexual orientation		Quick write 3 Discussion 6 post / response due
Week 15 11/27-12/1	Final exam	Test covers Ch. 5, 6 & 9, Weeks 9-14	Final exam

Student Guidelines

University Policies

- SHSU Academic Policy Manual -- Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities Policy #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students # 900823

- SHSU Academic Policy Manual – Curriculum and Instruction
  - [Use of Telephones and Text Messengers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

ATTENDANCE EXPECTATIONS
Punctual and regular attendance is expected. In an online class, this is measured by completing tasks on the scheduled due date. Failing to complete work on time will be considered an absence. Each absence after the first one will result in the deduction of 3 percentage points from final grade. Remember that all assignments need to be submitted in order for a student to receive an "A" grade in the course regardless of the number of points earned.

LATE ASSIGNMENT POLICY
Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, ask your classmate to submit for you or contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment**:
1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 15% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

Time requirement
For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism policy
Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects online.

Bibliography:

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to

each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

NCATE Unit Standards:
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4
State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp
Web address for *TESOL* standards: http://www.tesol.org
Web link on *Educator Preparation Services* site for *Conceptual Framework*:
	http://www.shsu.edu/~edu_edprep/

Web link to BESL 2301 course matrix:
http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/BESL%202301%20matrix.pdf