



BESL 2301 – 08 Multicultural Influences on Learning
Fall 2017
College of Education
Department of Language, Literacy, and Special Populations

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Office hours: Monday: 8:00 – 9:00 and 12:00 – 1:00 (Huntsville)
Wednesday: 12:00 – 1:00 (The Woodlands Center)

Virtual office hours: Tuesday: 8:00 – 9:30 pm
Thursday: 9:00 – 10:30 pm

Day and time the class meets: Monday 1:00 – 3:50

Location of class: TEC 107 G

Course Format: This course meets face-to-face for 3 hours once per week and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

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.

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

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

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.

Course Content:

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 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.

Course Requirements

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).

Expectations

Attendance Policy: Punctual and regular attendance is expected. **Each absence after the first one will result in the deduction of 3 percentage points from final grade.** Two tardies and /or early departures are equivalent to an absence. In case of an emergency, please contact the professor. **Please see me after class if you come in late so I can change the attendance roster. It will be counted as an absence if you FORGET to let me know.**

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.

FORMAT FOR COURSE DOCUMENTS: All assignments outside of class must be computer-generated, double-spaced, using a 12 point Arial or Times New Roman font, and proofread to be error free. Please write your name on all assignments uploaded.

Note: Plan to make time to use the **Sam Houston Writing Center**, located in Wilson 114, for consultation on your written assignments. Writing tutors will work with you one on one to help you generate a draft, organize a draft, or revise a draft of any assignment. You can just drop by to work with a tutor or call 936-294-3680 or email: wctr@shsu.edu

Course Outline

- 1. Self-introduction assignment:** Write a short introduction of yourself. Post it on BB. **(60 pts.)**. See BB for details.
- 2. Family History:** You must watch the video part 1 (Our American Stories) Faces of America BEFORE completing this assignment. Write a 1 - 2 page essay about what you know about your family's history. If you don't know your history, write a reflection on the video. See BB for details. **100 pts.**
- 3. Movie reaction essay:** Choose one of the movies on the list posted. Watch the movie and write a 2-3 page reaction using the guidelines provided on BB. Please check the syllabus for due dates. **100 pts.**
- 4. 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 the interviewee (giving a detailed background of the person you are interviewing) and why this person is considered someone from a different culture from yours. Additional guidelines are posted on BB. **100 pts.**
- 5. Cultural Identity Paper:** Write a 2-3 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.**
- 6. Cultural Identity presentation:** Develop an oral presentation based on your Cultural identity paper, Family history paper, and self-introduction. The presentation should reflect a deeper understanding of your own identity in terms of resources available that support as well as hinder the goals and objectives of multicultural education (Guidelines will be provided later). It should also integrate your reflections from your learning process of this course. Each oral presentation should be 8 – 10 min. long. Professional dress is required. **Points will be taken off for not having proper appearance and for “reading” your presentation to the class.** **100 pts.**
- 7. Discussions and discussion responses -** There are four discussions to be done online. You must complete one initial post and one response to a classmate’s in order to receive credit. See BB for details. (30 pts. each). **120 pts. total.**
- 8. Quizzes:** Four quizzes will be given to ensure that you are completing the readings. The quiz will cover the readings listed in the syllabus. (30 pts. each) **120 pts. total.**
- 9. Exams:** There will be two exams (**midterm and final**). Each exam will be worth 100 pts. **200 pts. total.**

Course Evaluation:	Points		
Self-introduction	60		
Family history	100		
Cultural identity paper	100		
Cultural interview	100		
Cultural identity presentation	100	90 – 100%	A
Movie reaction essay	100	80 - 89%	B
Discussions	120	70 - 79%	C
Quizzes	120	60 – 69%	D
Exams	200	Below 59%	F
Total points	1000		

****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.

CLASS SCHEDULE

Assignments in red, Discussions in purple, Quizzes and exams in blue, Presentations in green

Date	Topic	Reading assigned	Assignments due
8/28 – 9/1	Introduction to the class Faces of America		Self-introduction due on BB (9/1)
9/4	Labor Day	No Class	
9/11 - 15	Overview of diversity	Ch 1	Family history due (9/11) Discussion 1- post/response due (9/15)
9/18 – 22	What is diversity consciousness?	Ch. 2	Quiz 1 – chapters 1 & 2
9/25 - 29	Personal and social barriers to success	Ch. 3	Discussion 2 – post/response due (9/29)
10/2 - 6	Developing diversity consciousness	Ch. 4	Quiz 2 – chapters 3 & 4
10/9 – 13	A Class Divided		Cultural Interview due (10/9) Discussion 3 - post/response due (10/13)
10/16 - 20	Midterm	Midterm covers Ch. 1 – 4 and all content from Weeks 1-7	Midterm exam and Movie Review due (10/20)
10/23 - 27	Communication in a diverse community	Ch. 5	Cultural identity paper due (10/23)
10/30 – 11/3	Social networking and diversity consciousness	Ch. 6	Quiz 3 – chapters 5 & 6
11/6 – 10	Diversity in schools – race, ethnicity & SES		Cultural identity Presentations 1
11/13 – 17	Diversity in schools – religion		Discussion 4 - post/response due (11/17) Cultural identity Presentations 2
11/20 – 21	Inclusiveness	Ch. 9	Quiz 4 – chapter 9 Cultural identity Presentations 3
11/27 – 12/1	Diversity in schools – Gender identity and sexual orientation		Cultural identity Presentations 4
12/4 - 6	Final exam	Test covers Ch. 5, 6 & 9, Weeks 9-14	Final exam

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly for any updated information.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #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 Messagers 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.

Bibliography:

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