PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013
If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: BESL 2301

Course Title: Multicultural Influences on Learning

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course examines how the diversity of the United States influences classroom learning. Linguistic dialects, socio-economic status, and cultural diversity are among the factors examined in relation to the educational process.

Course Prerequisites: Sophomore standing

Available Online? ☒ Yes ☐ No ☐ Anticipated (Semester: [ ])

Number of Sections to be Offered per Year: 7

Estimated Enrollment per Section: 35

Course Level (freshman, sophomore): Sophomore

Requestor Full Name (designated department rep – contact person): Helen Berg

E-Mail Address: hberg@shsu.edu

Approvals

Department Chair: [Signature] [10/22/12]

Academic Dean: [Signature] [10/22/12]
Select Component Area:  <Select Component Area>

How Component Area Addressed: The student is introduced to several key concepts that provide the basic terminology and framework for understanding cultural diversity in the U.S. These concepts include: diversity, culture, multicultural and pluralistic education, acculturation, cultural identity, and varied approaches and perspectives related to working with and educating diverse populations, including assimilation, egalitarianism, and social justice education among others. In addition, students engage in personal reflective practices to combat prejudice, bias, discrimination, and stereotyping in society.

PART III – Course Objectives

Insert the appropriate course objectives stated in student learning outcomes (e.g., Students completing the course will be able to...)

Objective 1: Students will be able to analyze the impact culture has on oneself and others in our multicultural society. They will explore their beliefs, feelings, attitudes and reactions to current multicultural issues of today.

How will requirement be addressed (including strategies and techniques)?
Students will develop oral and written knowledge about their culture and the multicultural society in which they live in by engaging in discussion about real-life and hypothetical situations. They will develop presentations and plan activities which incorporate multiculturalism.

Describe how requirement will be assessed: Students will develop a personal reflective paper and visual representations which will include surface and deep aspects of their cultural identity. Students will engage in assessed cooperative group activities and presentations that address the various issues in multicultural education. In addition, there will be exams and quizzes.

Objective 2: Students will be able to identify the instructional needs of students with varied backgrounds, skills, and interests.

How will requirement be addressed (including strategies and techniques)?
Students will develop this knowledge through lectures, films, vignettes, class presentations, as well as participation in class discussion and activities focusing on students with varied backgrounds.

Describe how requirement will be assessed: Students will demonstrate their learning of this objective via quizzes, exams, classroom discussions, oral presentations and research papers. Students will prepare an annotated bibliography of children's literature which incorporates different surface and deep aspects of culture and resources available to students from diverse
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

backgrounds. Example of selected topics include class and socioeconomic status, race and ethnicity, gender and sexual orientation among others. Students will be graded according to the rubrics provided by the instructor.

Objective 3: Students will demonstrates understanding of current theories and research in light today's multicultural issues.

How will requirement be addressed (including strategies and techniques)?
Students will be researching and analyzing culture through interviews of individuals from diverse cultural backgrounds. Students will prepare a powerpoint and oral presentation that focuses on the research information gathered through the interviews and reference materials.

Describe how requirement will be assessed: Students will be graded on the cultural interview project according to the rubrics provided by the instructor.

Objective 4: Students will identify the characteristics and purpose of education that is multicultural.

How will requirement be addressed (including strategies and techniques)?
Students will develop this knowledge through lectures, films, vignettes, class presentations, as well as participation in class discussion and activities focusing on students with diverse backgrounds.

Describe how requirement will be assessed: Students will demonstrate their learning of this objective via quizzes, exams and graded classroom dicussions.
Objective 5:

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives that the course addresses and explain how the requirement is addressed, specific strategies to address the objective(s), and how each objective will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will requirement be addressed (including strategies and techniques)?
Students participate in class discussions, reflective practice through guided questioning, role play and debates.

Describe how requirement will be assessed: Exams, essays, presentations, research projects and graded cooperative group activities.

2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will requirement be addressed (including strategies and techniques)?
Students will engage in effective written, oral and visual activities to demonstrate knowledge of the course materials.

Describe how requirement will be assessed: Students will be directly assessed and graded via course rubrics.

3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will requirement be addressed (including strategies and techniques)?
Students will analyze demographic and economic information as it relates to multicultural society. In addition, students will connect this information to schooling outcomes for diverse populations.

Describe how requirement will be assessed: Students will be assessed through exams and graded discussions.
4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

How will requirement be addressed (including strategies and techniques)? Students will participate in group projects, presentations and activities.

Describe how requirement will be assessed: Students will be assessed through instructor rubrics. In addition, they will peer and self-assess the group effort.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will requirement be addressed (including strategies and techniques)? Students will participate in written and oral activities in which they develop cultural awareness and understanding of their own cultural biases which must be mediated in order to engage in ethical behavior.

Describe how requirement will be assessed: Students will prepare a cultural identity paper, a cultural diversity research project. Graded discussions will also be utilized.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will requirement be addressed (including strategies and techniques)? Students will come to understand the nature of their personal role and social responsibility in today’s multicultural society through lectures, research, videos, discussions, role playing and debate.

Describe how requirement will be assessed: Graded discussions will be utilized. Cultural identity paper and diversity project will be graded using instructor rubrics.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

| Week 1 | Discuss course objectives and syllabus. Discuss what is Multicultural education. Implement characteristics of multicultural education. Examine the role that culture plays in the lives of students and their families. The students are introduced to several key concepts that provide the basic terminology and framework for understanding cultural diversity in the U.S. |
| Week 2 | This class begins with an examination of the ethnic and racial diversity in the United States at present, and the history of voluntary and involuntary immigration across time. Discussion of past and present social and legal efforts to both curtail immigration and deny social and educational services to immigrants, as well as to protect the rights of culturally and linguistically diverse populations, particularly in relation to schooling. The Civil Rights movement, Brown versus Board of Education of Topeka, KS are discussed. Quiz and oral presentations |
| Week 3 | During this class we will examine class structure, social stratification, and socioeconomic status. In the latter we will address income, wealth, occupation, education, and power. In addition we will look at class differences, income inequality, the interaction between class with race and ethnicity, gender, and age. |
| Week 4 | This class explores issues related to gender. It begins with a discussion of male and female differences, both biological and those that are culturally and socially influenced. Students are provided with rich information that delineates differences between sex and gender as the chapter explores factors that contribute to the development of gender identities. Then students are guided |

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<table>
<thead>
<tr>
<th>Week 5</th>
<th>During this class, we continue with the topic of gender as the struggle for gender equity continues, contemporary issues and approaches to promoting gender equality by addressing issues such as Title IX, single-sex education, the boy-crisis, and women's studies are discussed. Exam</th>
</tr>
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<tbody>
<tr>
<td>Week 6</td>
<td>Class addresses the topic of sexual orientation in the U.S. and in our schools. Beginning with a much needed definition of sexual orientation, the complex history of diverse sexual orientations and the debates over proposed causes and preferred labels for individuals with diverse sexual identities. Watch video, discuss vignette reflect on key ideas presented in the case. Oral presentations</td>
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<tr>
<td>Week 7</td>
<td>Exceptionality- History of people with disabilities. Discuss reasons why only in recent years have they gained the same type of civil rights that racial minorities had gained years before. Brown v. Board of Education of Topeka, KS, Education for All Handicapped Children’s Act, later revised as the Individuals with Disabilities Education Act (IDEA). We will examine other key legislation enhancing the civil rights of individuals with disabilities such as the Americans with Disabilities Act (ADA). Quiz</td>
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<td>Week 8</td>
<td>Language as a function of culture is discussed. We will examine issues such as dialects, accents, non-verbal communication, second language acquisition, and the controversies surrounding English Only initiatives. California’s Proposition 227, a ballot initiative designed to end bilingual education in that state is highly controversial.</td>
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<tr>
<td>Week 9</td>
<td>The purpose of this class is to help students understand how a student’s religious beliefs and background often shape attitudes and behaviors. Discuss and provide examples of different religions among the United States, separation of church and state. Oral presentations, quiz.</td>
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<td>Week 10</td>
<td>Lecture and discussion on the influence of geography and locale on socioeconomic status, diversity, access to resources, and schooling. Geography as a very important factor that impacts an individual or group’s identity. Regional cultures, the diversity of the population, and education in the South, New England, the Middle Atlantic, Midwest, Great Plains, Southwest, and West are described. The impact of migration and globalization on population groups and its educational implications complete the discussion of geography.</td>
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<tr>
<td>Week 11</td>
<td>Age: The purpose of this class is to help the student see that how one thinks and behaves can very much be a function of one’s particular age group. Students discuss how often they view things differently than their parents and perhaps even more so than their grandparents. Our perceptions of the world are influenced by our experiences.</td>
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<tr>
<td>Week 12</td>
<td>We continue to examine some of the characteristics of the different age groups such as adolescents, Generation X, Generation Y and Generation Z. We examine some of the critical issues that impact children and adolescents, including, street gangs, school violence, and adolescent suicide, and contemporary issues such as the use of cell phones and texting</td>
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<td>Week 13</td>
<td>Principles for developing effective multicultural learning environments and culturally responsive pedagogy are discussed, as are key dispositions related to education that is multicultural.</td>
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<td>Week 14</td>
<td>Research presentations</td>
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<td>Week 15</td>
<td>Exam</td>
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<td>Self and peer- evaluation</td>
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<td>Research presentations continue</td>
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</table>

2. Attach course syllabus

Syllabus Attached? ☑ Yes ☐ No
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
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<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
</tr>
<tr>
<td>Communication</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Life and Physical Sciences</td>
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<tr>
<td>Language, Philosophy &amp; Culture</td>
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<td>Creative Arts</td>
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BESL 2301 - Multicultural Influences on Learning

BESL 2301 is a required course for EC-6 and 4-8 Certifications.

College of Education
Department of Language Literacy & Special Populations

Instructor: Helen Berg
TEC 134
P.O. Box 2119/SHSU
Huntsville, Texas 77341
936-294-4633
hxbo01@shsu.edu

Office hours: Mondays/Fridays 9:00 – 2:00 pm
Day and time the class meets: Tuesdays 9:30 – 12:20 pm
Location of class: University Center

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 microcultures 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: sophomore standing. 3 credit course

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

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

Important: Acquiring skills in working with others as a member of a team;
Developing a clearer understanding of, and commitment to, personal values.


Course Format: This course meets for 2 hours and 50 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 Content:
1. Foundations of Multicultural Education
2. Ethnicity and Race
3. Class and Socioeconomic Status
4. Gender and Sexual Orientation
5. Exceptionality
6. Language
7. Religion
8. Geography
9. Age
10. Education that is Multicultural
10. Education that is Multicultural

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).

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 during class time.

Academic Dishonesty policy
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: Dean of Student's Office

Cell Phone Policy:
The use by students of electronic devices that perform the function of a telephone or text messager during class-time is prohibited. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course. Any use of a telephone or text messager or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29).

Student Syllabus Guidelines
Please see www.shsu.edu/syllabus
BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement regularly for any updated information.

NCATE Accreditation
The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.
"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

SHSU Dispositions and Diversity Proficiencies
1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (Please provide additional information for the candidate if the DDP is administered during your course.)

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.
<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (*Indicates field activity)</th>
<th>Performance Assessment</th>
<th>Standards State COE Framework</th>
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<tbody>
<tr>
<td>Identify the characteristics and purpose of education that is multicultural.</td>
<td>Participates in class discussion activities focusing on students with varied backgrounds. Reflective responses Written reports Participation Summary Reports Researches varied backgrounds of different school communities Classroom cooperative group Activities Cultural Interview Book Share</td>
<td>Weekly participation Summary Cultural Interview &amp; Rubric Cultural Identity Reflection Cultural Interview &amp; Rubric Essay questions Responses to video questions Weekly Participation Cultural Interview Rubric Quizzes and Exams Book Share Rubric</td>
<td>1.1k, 1.3k 1.3k, 1.1s 1.2s, 1.5s 1.4k, 1.5k 1.4s 2.1k, 2.1s 2.2k, 2.2s 4.1k, 4.2k 4.1s, 4.3s, 4.4s CF 3</td>
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<tr>
<td>Identify varied backgrounds, skill, interests, and learning needs.</td>
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<td>Demonstrates effective written communication of thought.</td>
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<td>Demonstrate understanding of current theories and research in light today’s multicultural issues.</td>
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<td>Distinguish cultural and socioeconomic differences and significance of differences.</td>
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<td>Practice use of resources beyond campus to help student’s meet academic and nonacademic needs.</td>
<td>Share experience interviewing individuals from different cultures View videos of various multicultural situations. Evaluate different cultural settings and resources available. Book share</td>
<td>Cultural Interview Rubric Book Share rubric</td>
<td>1.12k, 1.14k 1.15k 1.12s, 1.14s 1.15s CF 1</td>
</tr>
<tr>
<td>1.2k, 2.2s 2.3k, 2.3s 2.4k, 2.4s 4.1k, 4.1s CF 1</td>
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<tr>
<td>Distinguish ways to establish positive classroom climate to foster active engagement in learning among students.</td>
<td>Group discussions and activities View and discuss videos of real classroom situations Cooperative group activities Small group and whole group class discussions</td>
<td>Weekly Participation Quizzes and Exams Responses to Video questions Class Presentations &amp; Rubrics Weekly Participation Summary</td>
<td>2.2k, 2.2s 2.3k, 2.3s 2.4k, 2.4s 4.1k, 4.1s CF 1</td>
</tr>
<tr>
<td>Identify strategies and techniques for using instructional groupings to promote student learning.</td>
<td>Cooperative group activities Whole class activities</td>
<td>Responses to video questions</td>
<td>2.4k, 3.5k, 3.9k 3.10k, 3.11k</td>
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<td>Recognizes different types of motivation, factors affecting</td>
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<tr>
<td>Objectives/Learning Outcomes</td>
<td>Activities (*Indicates field activity)</td>
<td>Performance Assessment</td>
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<td>Students will be able to analyze the impact culture has on oneself and others in our multicultural society. They will explore their beliefs, feelings, attitudes and reactions to current multicultural issues of today. Applies principles of Multiculturalism through self-reflection</td>
<td>Group presentations Application of past experience Through reflective responses Chapter quizzes and interim tests</td>
<td>Quizzes and exams Collection of course documents</td>
<td>TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS — ISTE NETS Technology Standards 2.4s, 2.5s 3.12s, 3.13s 3.14s, 3.15s 7.4s, 7.5s CF 1 DDP 1, 2, 4, 7, 8, 10 NETS 1, 2, 3</td>
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Web link on Educator Preparation Services site for Conceptual Framework: [http://www.shsu.edu/~edu_edprep/](http://www.shsu.edu/~edu_edprep/)
ISTE NETS standards for teachers: [http://www.iste.org](http://www.iste.org)

**Course Evaluation:**

Grading the Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Cultural Identity Paper</td>
<td>20</td>
</tr>
<tr>
<td>Cultural Identity Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Book Share List</td>
<td>20</td>
</tr>
<tr>
<td>Book Share Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Cultural Interview</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (30 pts. each)</td>
<td>150</td>
</tr>
<tr>
<td>Exams (100 pts. each)</td>
<td>200</td>
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<tr>
<td>Diversity project</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>680 pts</td>
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</tbody>
</table>

**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.

**Expectations:**

Attendance for BSL236: Punctual and regular attendance is expected. Each absence (no excused or unexcused) 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. Students MUST be present to receive credit for in class assignments. In addition, students must be present in group presentations to receive a grade.

**FORMAT FOR COURSE DOCUMENTS:** All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. All papers need to be stapled. Have your name, course number and section, and date paper was prepared listed on the top right corner of the first page.
1. Cultural Identity Paper: [Review Ch 1, p. 18], Write a 2 page reflective paper that describe your cultural identity and the social and economic factors that have influenced your cultural identity (20 pts)

2. Cultural Identity Presentation: Prepare a visual presentation that refers to your circle of cultural identity and use your in-class statement of “who you are” to get you started. Use at least 10 aspects of surface and 10 of deeper culture to illustrate your culture. You can use pictures, words, cut-outs, etc to show each cultural aspect (30 pts).

3. Book Share 20pts: (Work as a group) – Find at least fifteen children’s books related to the chapter theme and to share with the class. Prepare an annotated list of books that you think are good and can be used in the classroom. (An annotated list means that you need to include the title, author, publisher, one paragraph summary of the book and appropriate grade level). Assignments will be posted on blackboard.

4. Book Share Report and Presentation: As a group choose one of the books from your list to share in class. In addition, you will include at least three activities such as Read aloud, drama, hands-on activities, discussion or reflection. You will be required to prepare a book report as part of this assignment Book share presentation and report is worth 50 pts. You will turn in your report the day you are schedule to present.

5. Cultural Interview Paper 100 pts: As a pair, your team will interview someone from a different cultural or ethnic group. The interview report will begin with section describing (giving a detail background of the person you are interviewing) the interviewee and why this person is considered someone from a different culture than you as the interviewers. Sample interview questions are included in the guidelines for the Cultural Interview on Blackboard. Note: Sample questions are to help you to form your own interview questions only but not to directly copy from them. Format your report like you have seen interviews written in magazines, newspapers or other publications. Attach rubric to the paper.

6. Diversity Study Project 100pts: (Pair work.) Develop a deeper understanding of the culture/country of your interviewee in terms of resources available that support as well as hinder the goals and objectives of multicultural education (Guidelines will be provided later). As a group, you will write a 7-10 page paper that presents your findings from researching and analyzing your cultural interview data (points will be deducted if less than 7 or more than 10 pages). Paper should also integrate your reflections from your learning process of this course. Oral presentation should focus on the detailed research of THE culture you based your Diversity Project on and no more than 10 minutes per group. Professional dress is required. Points will be taken off for not having proper appearance and for “reading” your presentation to the class. Attach Report Rubrics to the BOTTOM of your paper and present the Presentation Rubrics with your name and name of your geographic area at the time of presentation.

7. Quizzes 150 pts: Five in-class quizzes (30 pts. each) will be given in class to ensure that you are completing the readings. The quiz will cover the reading assigned for the day. Prepare scantrons for quizzes. If you are absent on a day a quiz is given, the average of the other four quizzes will be given to the fifth quiz.

8. Exams 200 pts: There will be two exams (midterm and final). Each exam will be worth 100 pts. Prepare scantrons for exams.

9. Participation and professional (10pts) You will be responsible to communicate with your group in a timely manner, attend the meetings and prepare for presentations. Any complaints or conflict that result from lack of professionalism in group projects will result in losing your points. In addition, you are encouraged to participate during our in class discussions.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:  

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:  

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. Students wishing to audit a class must apply to do so through the Registrar's Office.

Bibliography:
Intercultural Development Research Association.