

Developing Cultural Awareness/Sensitivity
EDU 555
August 25-December 1, 2009
Tuesday 6:00pm-9:00pm

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Required Text: Heuberger, Barbara (2004). **Cultural Diversity: Building Skills for Awareness, Understanding and Application**, 3rd Edition. Kendall/Hunt Publishing Company, Dubuque, Iowa. ISBN: 978-0-7575-1375-6

Course Description:

Students will study the relationship between cultures, multicultural education and effective teaching strategies for all students. This course will prepare educators to create an environment that will be cultural sensitive and support varied instructional approaches. It will include a study of knowledge, skills, and strategies that enable teachers to facilitate learning for students from diverse cultural and linguistic backgrounds.

Course Objectives:

At the end of this course, the student will be able to:

1. Articulate a plan for continuing cultural competence development
2. Determine effective teacher skills needed to create positive interpersonal relations with diverse learners
3. Analyze group dynamics and arrangements that foster positive peer relations in the classroom
4. Expand the traditional classroom curriculum to include topics of diversity to enhance student motivation, engagement and participation
5. Identify and incorporate instructional and assessment strategies that support diverse students' learning of core curriculum
6. Differentiate instruction to support the varied learning styles and abilities of a diverse group of learners
7. Value the differences among culture, language, and learning ability within the elementary school setting
8. Base educational decision-making on the appreciation and respect for the diversity of students within elementary school settings
9. Apply a reflective teaching approach to enhance teaching and interactions with a diverse population of students

Additional Objectives for graduate-level student:

At the end of the course, the student will be able to:

10. Develop a case study on an ESL student through interview and observation techniques. Students will present findings to the class.
11. Synthesize current research in the field of ESL and cultural diversity.

Methods:

Class Discussion	Multi-media Presentations
Instructor Guidance	Group Activities
Individual Students' Research	

Students with Disabilities:

In order to ensure full class participation, any students with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, or special note-taking or test-taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. Accommodations may be made at the discretion of the instructor and to provide improved access for students with disabilities.

Attendance Policy:

The instructor will adhere to college attendance policy when making decisions about point deductions related to absences. Since class participation and class assignments are a part of the class grade, failure to attend class on a regular basis will have a detrimental effect on the student's grade. All assignments are due **on or before dates indicated**. Late assignments **will not** be accepted.

Course Requirements:

The following course requirements are designed to assess student mastery of material, including knowledge, comprehension, application, analysis, synthesis, and evaluation:

I. Attendance/Participation:

Students are expected to attend class, read assignments and become actively engaged in class/group discussions.

II. Text Literacy Circle: Due: Look on Chapter assignment schedule page

Students will break up into small groups and work together in demonstrating in a fun and creative way so the rest of the groups can understand the assigned topic. Written summary of the assigned topic should not exceed 4 pages. (12 pt. font and double space) Each group will have 1 hour to present their chapter summaries. The summaries should include the author's opinion as well as your own.

III. Diversity Interview: (Undergraduate only) Due November 24

This assignment is designed to expose you to diversity and provide you an opportunity to challenge your current assumptions and attitudes about diversity with the intention of integrating increased awareness and receptivity to diversity. This requires a reflection directed towards those things that make you different from others, as well as exploring the essential threads of connection we share with many humans, no matter how different we may appear. You will accomplish this assignment by selecting a person that represents diversity to you and interview that person to gather factual and perceptual information about their lives. You will then reflect on the information, comparing and contrasting the new information to pre-existing information you may have had about this particular area of diversity. The final portion of this process includes an oral presentation offering a summary of your experience to the class. (More information with detailed directions will be provided)

IV. Cultural Identity Reflection Paper: Due: September 29

Write a reflection paper that describes your cultural identity and social and economic factors that have influenced your cultural identity. **The response should not exceed 4 pages** (12 font and double space)

V. Personal/Professional Development (Cultural Competence) Plan December 1

Write an essay:

Describe a personal/professional development (cultural competence) plan for continued learning in the area of cultural diversity.

- What did you learn in this course about yourself as an individual and yourself as a professional educator?
- What skill, knowledge, and attitudes did you acquire that will help you in teaching diverse students?
- What skills, knowledge, and experiences do you need in order to continue to grow in this area of education?

VI. ELL Student Case Study: (Graduate student only)

This assignment will provide you with the opportunity for you to work extensively with a second language learner. Before you choose a student, take time to observe a class and interact with all the students. You will be spending a lot of time with this student and you will need to create a rapport with the student.

Once you have a student, the four assignments that follow will allow you to gain an understanding about this individual second language learner. The assignments will focus on:

- How this second language learner learns. **Due: September 15**
- How this child is acquiring her/his second language. **Due: October 13**
- What role the teacher plans in this child's learning. **Due: October 27**
- What strategies best support this child's learning. **Due: November 24**

You will first observe the child in various settings, get to know the child personally through an interview, and create two small group content lessons for the child that is aligned with best teaching practices from the professional research.

The framework for the lessons will be shared with you in class. There will be mini-due dates for your case study for a few reasons: to collaboratively work with peers and the instructor, to satisfy any issues or problems that you may encounter, and then break the workload into several manageable steps. (More information with detailed directions will be provided)

VII. Research Paper Due: Topic September 8 Paper November 17

- Select a current topic.
- Synthesize 3 articles into a final research paper.
- 4 - 5 pages.
- APA format.

Grading:

UNDERGRADUATE GRADING

	Points
• Attendance and Participation	10
• Diversity Topic/Presentation	20
• Diversity Interview/Presentation	40
• Cultural Identity Reflection Paper	20
• Personal/Professional Development Plan	10

Total	100

GRADUATE GRADING

	Points
• Attendance and Participation	5
• Diversity Topic/Presentation	10
• ELL Student Case Study	40
• Cultural Identity Reflection Paper	15
• Personal/Professional Development Plan	10
• Research Paper	20

Total	100

Grade Percentage

A	95 – 100	Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.
A-	90 – 94	
B+	86 – 89	Indicates a good grasp of the course content accompanied by evidence of marked achievement in critical, independent, and creative thought competently expressed.
B	83 – 85	
B-	80 – 82	
C+	76 – 79	Indicates a minimal grasp of the course content by evidence of minimum achievement in critical, independent, and creative thought competently expressed.
C	73 – 75	
C-	70 – 72	
D+	67 – 69	Indicates a limited grasp of the course content and evidence of minimal achievement in critical, independent and creative thought.
D	60 – 66	
F	Below 60	Indicates an insufficient grasp of the course content accompanied by evidence of an unacceptably low level of achievement in critical, independent, and creative thought competently expressed.