



Course Syllabus
Principles and Practices of Multicultural Education
EDUC 1325

Semester with Course Reference Number (CRN)	Spring, 2012 (80474)
Instructor contact information (phone number and email address)	Dr. Charlotte Fontenot Telephone: (281) 352-9002 office, (713) 718-7000 Email: charlotte.fontenot@hccs.edu
Office Location and Hours	Angela Morales Building, Room 305 Mondays and Wednesday 2:30-3:00 pm
Course Location/Times	Angela Morales Building, Room 305 Mondays and Wednesdays 3:00pm-4:30pm
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
Total Course Contact Hours	48
Continuing Education Units (CEU): if applicable	
Course Length (number of weeks)	16 weeks
Type of Instruction	Lecture and Web-Enhanced
Course Description:	An examination of cultural diversity found in society and reflected in the classroom. Topics will include the study of major cultures and their influence on lifestyle, behavior, learning, intercultural communication and teaching, as well as psychosocial stressors encountered by diverse cultural groups.
Course Prerequisite(s)	
Academic	1. Provide students with an opportunity to examine teacher preparation programs, effective teaching strategies, employability, and the role of educators

**Discipline/CTE
Program Learning
Outcomes**

as they decide whether teaching could be a satisfying career for them.
2. Examine major cultures and their influences on lifestyle, behavior, intercultural communication, the community, and teaching.

**Course Student
Learning Outcomes
(SLO): 4 to 7**

1. Demonstrate an appreciation of human diversity, recognizing how diversity in the classroom and the community may affect learning.
2. Develop awareness of other cultures, including diverse cultural expressions and their influences on cross-cultural interactions
3. Describe the importance of understanding the values, practices, beliefs and responsibilities of living in a multicultural world.
4. Develop strategies to increase cross-cultural understanding, empathy, and communications.
5. Discuss how appropriate instructional methods and resources can help students both appreciate and compensate for differences.

**Learning
Objectives
(Numbering system
should be linked to
SLO - e.g., 1.1, 1.2,
1.3, etc.)**






- Demonstrate an appreciation of human diversity, recognizing how diversity in the classroom and the community may affect learning.**
1.1 Explain core values and goals of multicultural education.
- Develop awareness of other cultures, including diverse cultural expressions and their influences on cross-cultural interactions**
2.1 Design strategies to implement multicultural curriculum in classrooms.
- Describe the importance of understanding the values, practices, beliefs and responsibilities of living in a multicultural world.**
- Develop strategies to increase cross-cultural understanding, empathy, and communications.**
4.1 Produce instructional methods that can be utilized with diverse students at various grade levels.
- Discuss how appropriate instructional methods and resources can help students both appreciate and compensate for differences.**
5.1 Identify various educational resources to utilize in classroom.



**SCANS and/or Core
Curriculum
Competencies: If
applicable**

- (L)** Student will demonstrate the ability to understand, analyze, and interpret various forms of spoken communication.
- (S)** Students will demonstrate the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- (R)** Students will demonstrate the ability to understand, analyze, and interpret a variety of printed materials, books, articles, and documents.
- (W)** Students will demonstrate the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience.
- (CT)** Students will demonstrate methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct and alternative strategies.

Course Calendar

Week/Dates	Topic(s)	Required Readings and Assignment Due
Week 1 Wednesday Jan. 18	Introductions, Overview of Course and Assignments	
Week 2 Monday Jan. 23	Chapter 1 - Foundations of Multicultural Education	Chapter 1
Week 2 Wednesday Jan. 25	Chapter 1 - Foundations of Multicultural Education	

Week 3 Monday Jan. 30	Chapter 2 - Ethnicity and Race <i>Official Date of Record (OE Day)</i>	
Week 3 Wednesday Feb. 1	Chapter 2 - Ethnicity and Race	
Week 4 Monday Feb. 6	Chapter 3 -Class and Socioeconomic Status	Chapter 2-Personal Heritage Project Due (100 points)
Week 4 Wednesday Feb. 8 	Chapter 3 - Class and Socioeconomic Status	Discussion
Week 5 Monday Feb. 13	Chapter 4 – Gender and sexual Orientation	
Week 5 Wednesday Feb 15	Chapter 4 – Gender and sexual Orientation	
Week 6 Monday Feb. 20	<i>President's Holiday – No Class</i>	
Week 6 Wednesday Feb. 22 	Chapter 5 - Exceptionality	Discussion
Week 7 Monday Feb. 27	Chapter 6 - Language	Diversity Teaching Project Due (100 points)
Week 7 Wednesday Feb. 29 	Chapter 6 - Language	Discussion
Week 8 Monday March 5	Chapter 6 – English as a Second Language	
Week 8 Wednesday March 7 	MID-TERM EXAM Chapters 1 – 5	MID-TERM EXAM Eagle On-Line (100 points)
Week 9 Monday March 12 - 16	SPRING BREAK	
Week 10 Monday March 19	Chapter 7 - Religion	
Week 10 Wednesday March 21	Chapter 7 - Religion	
Week 11 Monday March 26	Chapter 8 - Geography	
Week 11 Wednesday March 28 	Chapter 8 - Geography	Discussion
March 29	<i>Last day for student withdrawals, 4:30 p.m</i>	
Week 12 Monday April 2	Chapter 9 - Age	
Week 12 Wednesday April 4	Chapter 9 - Age	

Week 13 Monday April 9	Chapter 10 – Education That is Multicultural	
Week 13 Wednesday April 11	Chapter 10 – Education That is Multicultural	
Week 14 Monday April 16	Read News Article #1 Share in Class	Share
Week 14 Wednesday April 18		Discussion
Week 15 Monday April 23	Read News Article #2 Share in Class	Share
Week 15 Wednesday April 25		Discussion
Week 16 Monday April 30	Read News Article #3 Share in Class Total for 3 articles (100 points)	Share
Week 16 Wednesday May 2	FINAL EXAM Chapters 6 - 10	FINAL EXAM (100 points)

Instructional Methods

Face to Face
Web-enhanced (49% or less)
 Hybrid (50% or more)

Student Assignments

Personal Heritage Project (100 points), 3 Articles (100 Points), Online Discussions/Participation (100 points), Diversity Activity Project (100 points).

Student Assessment(s)

Mid-term exam (100 points) and Final examination(100 points)

Instructor's Requirements

IR 1. **Extra Credit**-Students who are not absent more than twice will eligible for 25 extra credit points that will be applied towards the final grade. They will also be able to submit **one (1) additional extra credit assignment** from a list that is provided on the Assignment Descriptions handout.

IR 2. **Late Assignments**-Course assignments will be considered LATE if they are not received by Friday of the week during which the assignment is due. Five (5) points per class session will be taken off the original grade of each assignment that is turned in beyond but within two weeks of the due date. After two weeks, these assignments may still be accepted but the final grade will be reduced by 20% as a penalty. No LATE ASSIGNMENTS will be accepted during the week of finals.

IR 3. **Use of Electronic Devices**-Although admittedly convenient, most modern technological devices are considered inappropriate and distracting in the classroom. The use of cell phones, pagers, beepers, and/or palm pilots is severely discouraged in this class. If you must carry one of these devices, make

sure you turn it OFF or on VIBRATE before arriving to class. Please refrain from answering or responding to any calls, text messages, or other means of communication inside the classroom. Leaving the class to respond to such a call should be done only in the case of a verifiable emergency. Repeated violations of this policy will result in you being asked to leave the class session or withdraw from the course.

IR 4. Make-Ups-All students who have a documented, college- approved excuse for missing an assignment may make up the assignment without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. Students who are unable to attend during an examination day should contact the instructor as soon as possible to reschedule. Make-up examinations must be completed in the instructor’s office or other designated location within TWO WEEKS of the original date of the exam. Please note that failure to take the collaborative exam(s) on the date scheduled will result in the student having to take the examination on an individual basis!

IR 5. Monitoring of Student Progress-It is highly recommended that you keep backup copies of all of your submitted work and that you keep all of your graded assignments until the final grades are posted.

Program/Discipline Requirements: If applicable

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

Instructor Grading

Total Points Possible=600

Criteria	A=540-600	D=360-419
	B=480-539	F=359 or below
	C=420-479	

Instructional Materials Gollnick, D.M. & Chinn, P.C. (2009). Multicultural Education in a Pluralistic Society (8th ed.). Upper Saddle River, NJ: Pearson Education, Ltd.

EGLS3 – Evaluation for Greater Learning Student Survey System At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Policy Statement:

Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>

NOTE

The instructor reserves the right to modify this syllabus and will notify the class of any changes in a timely manner.

**KEEP THIS SYLLABUS FOR FUTURE REFERENCE
Bring it with you to each class period**