

University of California Irvine

Educ124 Sec A -MULTICULTURAL EDUCATION IN K-12 SCHOOLS (12070)

Fall 2017: Tues & Thurs 2:00-3:20pm MPAA 320/330 Classroom

Instructor: Dr. Nawang Phuntsog, Ed.D., nphuntso@uci.edu 949-824-5118 (department)

Office hours: Tues & Thurs 3:30-4:50 pm after and before class

Teaching Assistant: Mr. Miguel Abad & Ms. Tarana Khan is Reader

Course Description: Provides a theoretical and empirical overview of educational issues affecting diverse student populations in an increasingly changing society.

Course Objectives:

Students who successfully complete this course will:

- (1) Demonstrate understanding of the concepts and theories underlying multicultural education, including ways that educators can promote social justice for all children;
- (2) Demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded diverse youth;
- (3) Apply course concepts to educational issues, problems, and solutions we will study in this class

Learning Outcomes for Courses in GE Category VII: After completing a course in this category, successful students should be able to (a) demonstrate knowledge of one or more historically underrepresented groups' culture, history, and development in CA and the U.S., (b) demonstrate awareness and appreciation of ethnic/racial differences and inequities in the U.S., and (c) demonstrate understanding that cooperation and mutual understanding among U.S. racial/ethnic groups is necessary in a culturally diverse society.

Required Textbook:

Banks, J. A., & McGee Banks, C. M. (2013). *Multicultural Education: Issues and Perspectives* (9th Ed.). Hoboken, NJ: John Wiley and Sons. http://www.coursesmart.com/IR/1144399/9781118360088?_hdv=6.8

Adds, Drops, and Grades

DROP/CHANGE deadline is the end of Week 2 by 5:00PM (WebReg)

ADD deadline is the end of Week 3 by 5:00PM (WebReg)

The course grading policy adheres to regulations in the UCI Academic Senate manual http://www.senate.uci.edu/senatweb/default2.asp?active_page_id=671.

Grading Scale

| | | | | | | |
|------------|------------|-------------|-----------|------------|-------------|---------|
| A+ 97-100% | A 94-96.5% | A- 90-93.5% | B+ 87-89% | B 84-86.5% | B- 80-83.5% | |
| C+ 77-79% | C 74-76.5% | C- 70-73.5% | D+ 67-69% | D 64-66.6% | D- 60-63.5% | F < 60% |

Policy on Late Assignments

Biography Analysis Narrative papers will be accepted up to one week late with a 10% point penalty.

Conduct

Due to the size of the class, consideration for others is paramount. Students who engage in disrespectful or distracting behaviors may be questioned and/or directed to leave. Such behaviors include: sleeping, arriving late/leaving early; cell phone and text messaging use; recreational computer use; and headphone use. Please be considerate and professional when emailing instructor and teaching assistants.

Description of Assignments

Class Participation (10% of grade)

Learning objective: Students will interact with peers, TAs, and the professor to apply course concepts to educational issues, problems, and solutions we will study in this class. Students who regularly attend and participate in class will learn more than those who do not. The nature of the material of this course requires discussion of ideas with others. The format of this course will include lecture, video, discussion, and in-class activities. To allow you to earn credit for participating in class activities, short in-class assignments will be given at selected class sessions. In-class assignments may occur at the beginning, middle, or end of class. These in-class assignments will be graded as credit/no credit. There is no make-up for missed in-class assignments, NO EXCEPTIONS. *Note: Students who add the class late must attend each and every class session if they wish to earn full credit for participation.*

Course Readings (20% of grade)

Learning objective: Students will demonstrate understanding of the concepts and theories underlying multicultural education, including ways that educators can promote social justice for all children. Students are expected to come to class having finished the readings and having prepared for discussion. By class time each Tuesday, students will log onto our EEE course site and briefly respond to 1-2 questions based on that week's readings. Responses will be graded for depth of thought and comprehension of the readings with a grade of 2 (excellent), 1 (good), or 0 (poor).

Biographical Analysis Paper (20% of grade)

Learning objective: Students will demonstrate understanding of the concepts and theories underlying multicultural education, including ways that educators can promote social justice for all children.

For this assignment, you need to research and select a minority leader that has played significant leadership role in addressing social justice issue/s in the United States. This leader may be a scholar, educator, activist, or a community leader belonging to a non-dominant cultural group in the US. To this end, you are required to read a biography, autobiography, or life history of the selected leader in order to identify and describe three pivotal events situated within a social-cultural context. In other words, these key events are described within the larger societal contexts illuminating meaning and challenges in addressing social justice issues. Include specific examples from the biography to illustrate and support those challenges.

Compare, contrast, and connect the biographical key events with course readings in order to demonstrate your understanding of contemporary issues and their impacts on individuals from minority groups within the schooling context.

Additional requirements for the paper are provided in the separate assignment narrative.

Mid-Term Exam (25% of grade)

Learning objective: Students will demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded diverse youth. Questions will be based on content from readings, lectures, videos, and class activities from the first seven weeks of the course. *No make-up exams will be given without prior arrangement with the professor.*

Final Exam Paper (25% of grade)

Learning objective: Students will demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded diverse youth. Students will be asked to read an assigned article and write a 2-3 page (double-spaced, Times New Roman, 12pt font, 1" margins) in which they (a) identify the key educational issue(s) raised in the piece, (b) deconstruct the

author's argument, and (c) and evaluate the author's argument in relation to course content. See separate assignment guidelines handout and rubric posted on the EEE course site. *No make-up exams will be given without prior arrangement with the professor.*

Statement on Academic Honesty

Academic dishonesty will not be tolerated in this course. Students who engage in dishonest behavior will face significant consequences, including the possibility of campus-wide sanctions. Students have responsibility to: (1) refrain from cheating and plagiarism; (2) refuse to aid or abet any form of academic dishonesty; and (3) notify professors and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of a student reporting an incident of academic dishonesty will be protected. For further information, please consult the *UCI Academic Senate Policies on Academic Honesty* in the UCI General Catalogue: www.editor.uci.edu/catalogue/appx/appx.2.htm.

TENTATIVE Course Schedule

Note: Allow one week for TAs and instructor to grade assignments and enter the scores on the EEE gradebook. Check the EEE gradebook each week and notify a TA within one week if you see an error in your score.

| Week | Readings/Class Topics | Assignments Due This Week |
|----------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Week 0 Sep 28 | Introduction Course Assignments Overview of Multicultural Education | |
| Week 1 Oct.3 & 5 | Textbook Chapter 1 | Reading Response # 1 |
| Week 2 Oct. 10 & 12 | Textbook Ch. 2 Culture, Teaching, and Learning | Reading Response #2 |
| Week 3 Oct 17 & 19 | Textbook Ch. 3 Social Class and Student Achievement | Reading Response #3 |
| Week 4 Oct.24 & 26 | Textbook Ch. 10 Backstage Racism, Frontstage | Reading Response #4 |
| Week 5 Oct. 31 & Nov.2 | Textbook Ch. 8 Sexual Orientation & Gender Identity | Reading Response #5 Biographical Analysis Paper to EEE dropbox by Saturday, Nov. 11th 11:59pm |
| Week 6 Nov.7 & 10 | Textbook Ch. 12 Students with Disabilities | Reading Response #6 Midterm Exam complete by Saturday Nov. 18th by 11:59pm |
| Week 7 Nov.14 & 16 | Textbook Ch. 11 Linguistic Diversity & Schooling | Reading Response #7 |
| Week 8 Nov.21 & 23 | Textbook Ch.4 Religious Diversity | Reading Response #8 |
| Week 9 Nov.28 & 39 | Textbook Ch. 9 Multicultural Curriculum Reform | Reading Response #9 |
| Week 10 Dec.5 & 7 | Textbook Ch. 14 School Reform | Reading Response #10 |
| Dec. 12 | FINAL EXAM ESSAY | Upload Final Exam Essay to the EEE dropbox by Tues 12/ 12 before 11:59pm (no late exams accepted) |