

UTTC Teacher Education

Syllabus

EDU 290 Multicultural Education

Course Information

Credit Hour: 3

Semester/Year: Fall 2016

Class Location: ED B02

Time: 10-10:50 AM – MWF

Course Blog: <http://edu290parisien.blogspot.com/>

Instructor Information

Instructor: Anjanette Parisien

Phone: (701) 221-1382

Office Location: Ed Building Rm. 202

E-Mail: aparisien@uttc.edu

Special Considerations: Class will not be held on the following dates:

- Monday, Sept. 5th – Labor Day Holiday
- Friday, Sept. 9th – Family Day of Powwow
- Monday, Sept. 12th – Indigenous Day
- Friday, Nov. 11th – Veteran’s Day Observance
- Thursday & Friday, Nov. 24th & 25th – Thanksgiving Holiday
- Monday – Wednesday, Dec. 7th – 9th – Final Exams

Required Textbooks:

Bucher, R. D. (2015). *Diversity Consciousness* (4th Ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-501463-9.

Course Description:

This course examines how cultural diversity presents major opportunities and challenges in schools today. It focuses on interpersonal and school-wide relations that maximize resources and empower teachers interacting with students, families, and communities from a wide variety of cultural backgrounds. The course will focus on diversity consciousness, communication, teaming, motivation, and behavior management in the context of an increasingly diverse school population. Students will be expected to interact with the “real world” around them and relate concepts from the course to not only their own lives, but to current events in their local, national, and international communities. A module on the *Essential Understandings* of Montana and South Dakota (Indian Education for All) is included within the context of this course.

Course Student Outcomes:

The learner will:	Assessment
1. Become knowledgeable about the social constructions of race, gender, sexual orientation, socioeconomic status, and ability within society;	Pre and post self-assessment survey
2. Think critically and articulate current issues of diversity in today’s society;	Current events presentation rubric
3. Explore in depth your personal beliefs, values, and attitudes concerning culture, race, ethnic, and other identities;	“Where I’m From” rubric
4. Use web tools to develop a platform to educate and create change for addressing issues of diversity;	Diversity topics blog rubric
5. Review the history of Native Americans and issues of tribal sovereignty and treaty rights and apply it to the current state of affairs; and	Evaluations for guest speaker of <i>Seven Essential Understandings</i> & subsequent group discussion
6. Develop diversity consciousness related to your own life experiences and future goals.	Autobiography project rubric (digital stories)

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Elementary Education State Standard	Assessment
50015.5 Professionalism 5d. Collaboration with Colleagues and the Community	American Indian Essential Understandings Diversity Blog Entry

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department’s conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one’s life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others’ contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Attendance Policy

Regular class attendance is important for you to understand the material in this class. The responsibility for regular attendance is entirely yours. We understand there are circumstances that are justified for missing class (i.e. severe illness or death in the family); however, in JICS (my.uttc) you will still be counted absent from the course regardless of the circumstances. The instructor will document the reason for absences in the event that an issue arises due to excessive absences. In any event, the following procedures apply:

1. You are responsible for material covered in classes you miss.
2. You are responsible for the decision to be absent on the day of a scheduled examination well aware that you may not be able to take it later.
3. You may refer to the UTTC student handbook/planner that addresses campus attendance policies.

Expect class to last the entire scheduled time. You may not leave class early without a valid excuse or without having made prior arrangements with the instructor. Choosing to do so may result in you being considered absent for that class period.

Student Tardiness

You must be seated and ready to begin class at the scheduled time. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. Significant tardiness, arriving **fifteen (15) minutes after** the posted start time for a 50-minute class, *may* result in you being considered fully absent from class.

Tardiness will be documented within the JICS system. If tardiness becomes a problem, a staffing may be conducted.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Late Assignments Policy

All student work is expected to be completed and turned in by the assigned due date. All class assignments are due at the *beginning* of the class period or they are considered late. All presentations must be completed on the original date due or you will forfeit any possible points. The only exception to this is if you have made arrangements with the instructor *before* the scheduled presentation. If you are absent for a scheduled field trip and/or guest speaker, it is highly likely you will forfeit points for those activities as it is challenging to make up these types of activities.

Late work will not receive full credit. All late work (that which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Students with Disabilities:

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Cell Phones

Out of respect and courtesy to your fellow students and your instructor, please leave your cell phone off during class. If you absolutely must leave it on in an emergency situation, let your instructor know before class that you may be getting a call then turn off the sound and use the silent ring mode. If a phone call is received, quietly take the call in the hall where you will be less of a distraction. **Texting is a distraction and a sign of disrespect and will not be allowed in class.** If cell phones are used in class in any other circumstances other than emergencies, (relayed to the instructor *before* class) the student using the cell phone will be counted absent.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments. On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

Grades

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Description of Assignments

Current Events: Each student will be required to share one current event article from a mainstream news source. You must provide a copy of the article. Each class will start with a discussion of these events as they relate to our understanding of multiculturalism from a global perspective.

Autobiography - Digital Story: You are required to create an **autobiographical account** reflecting on your place in society and examining your cultural roots. The *key question* to explore is "How have I come to be who I am?". Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors. An *additional question* to consider is "How have my experiences of diversity influenced my identity?". To what extent have you experienced privileges of the dominant culture or marginalization based on some aspect of your identity? How will your cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influence your teaching? Your story will be presented to the class as a Powerpoint presentation.

Assignments from the Text: You will be responsible for completing assignments from the text on a weekly basis. Some of the assignments will be completed during class time so it is important that you are present. If you are absent from class, and miss an assignment that is completed during class time, you will not be able to make it up and will not receive any points for the assignment.

"Where I'm From" Poem: Using a template, you will create a poem using descriptive language that will describe where you come from. The premise is we have to know where we come from in order to know where we are going in life. The template will guide you through the process. A rubric for this assignment is included in this syllabus.

Self-Assessment Survey: You will complete the self-assessment at the beginning of class to measure your knowledge about topics related to racism, biases, and so on. This is the "pre-test". At the end of the semester, you will take the same self-assessment and then measure your growth in each of the areas. This is the "post-test".

Diversity Topics Blog: Using one of the blog templates available at www.blogger.com, you will create a blog with posts about diversity topics that you can use as a resource in all of your education courses as well as after you graduate. A rubric for this assignment is included in this syllabus.

American Indian Essential Understandings: There will be a featured guest speaker during a number of class periods. Attendance at these sessions is mandatory and your participation will be graded. If you are not able to attend class on the day of a presentation, you will not receive credit and it cannot be "made up."

CONFERENCE ATTENDANCE

To support the UTTC motto, "Leadership Begins Here", all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the "Tribal leadership" theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

NOTES

EDU 290 DIGITAL STORYTELLING RUBRIC

NAME

DATE

CRITERIA	SCORE	0	1	3	5	8
Autobiographical Information (birth, early schooling, significant event, moving, college, birth of children, etc.)		Storyteller did not complete or present the digital autobiographical story.	The presentation includes 1 event in the storyteller's life and no family information.	The presentation includes 2 events in the storyteller's life and information about family members.	The presentation includes 3 events in the storyteller's life and information about family members.	The presentation includes 4 or more events in the storyteller's life and information about family members.
Audience Contact			Storyteller does not look at the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to all members of the audience.
Significant Event			The presentation does not include a significant event from the storyteller's life.			The presentation includes the significant event from the storyteller's life.
Quality of Powerpoint			The presentation includes less than 5 slides. Fonts were difficult to read by the audience. Numerous errors in grammar and punctuation.	The presentation includes 6-8 slides. Fonts were difficult to read by the audience. Minor grammar or punctuation errors.	The presentation includes 9 slides Fonts were easily read by entire audience. Minor grammar or punctuation errors.	The presentation includes more than 9 slides with no grammar or punctuation errors. Fonts were easily read by entire audience.
Use of Pictures & Other Graphics			The presentation includes less than 4 pictures and/or graphics.	The presentation includes 4 - 6 pictures and/or graphics.	The presentation includes 7 - 10 pictures and/or graphics creatively.	The presentation includes more than 10 pictures and/or graphics creatively to improve the presentation or reinforce main points.
Presentation/ Preparedness			Student did not present when assigned. Late assignment.	Student was ready to present. Preparation was evident but more work would have enhanced the presentation.	Student was ready to present and well prepared.	The presentation was well-prepared academically and professionally. Storyteller appeared to have practiced delivery.
Duration			The storytelling lasts 1 minute or less.	The storytelling lasts more than 7 minutes.	The storytelling lasts 2 minutes or less.	The storytelling lasts 3 - 6 minutes.
TOTAL						

EDU 290 “Where I’m From” POEM RUBRIC

NAME

DATE

CRITERIA	SCORE	0	1	3	5	8
Content		Poet did not complete the assignment.	Poem lacks distinct images that express the student’s personality and background.	Poem includes at minimal distinct images that express the student’s personality and background.	Poem includes at least three distinct images (visual, auditory, or other) in each stanza (nine total) that express the student’s personality and background.	Poem includes at least five distinct images (visual, auditory, or other) in each stanza (fifteen total) that express the student’s personality and background.
Engages the Reader			Unfocused; author seems unsure of direction.	Some focus, but lacks continuity.	Well focused and interests reader throughout.	Captivates and involves the reader deeply.
Sensory Images			Difficult to visualize image or emotion.	Some use of image, idea, or emotion.	Clear use of sensory images in the majority of the poem.	Vivid, detailed images are used consistently in the poem.
Language Usage			Inappropriate or imprecise word choice.	Word choice expresses thoughts to a limited degree	Appropriate word choice.	Rich, imaginative, and expressive word choice.
Grammar and Conventions			Numerous errors in grammar and punctuation.	Numerous errors in grammar and punctuation.	Minor grammar or punctuation errors.	No grammar or punctuation errors.
Presentation/ Preparedness			Late assignment.	Preparation was evident but more work would have enhanced the poem.	Evident of adequate preparation.	Well-prepared academically and professionally.
Format			Poem is hand-written.	Final draft was typed but lacked heading, title, and visual illustration. Font and other set-up features were not appropriate.	Final draft was typed with heading, title, and visual illustration but font and other set-up features were not appropriate.	Final draft (typed with heading, title, and visual illustration) follows the guidelines for a “quality product.”
TOTAL						

EDU 290 DIVERSITY TOPIC BLOG RUBRIC

NAME _____

DATE _____

CRITERIA	SCORE	0	1	3	5	8
Content / Links		Poet did not complete the assignment.	Less than half of the posts are linked to high quality, current, diversity-related topics.	More than half of the posts are linked to high quality, current, diversity-related topics.	All but 2-3 of the posts are linked to high quality, current, diversity-related topics.	All of the posts are linked to high quality, current, diversity-related topics.
Content Accuracy			There are several instances of inaccurate or biased content in the posts.			All information provided on the blog is accurate and free from bias.
Level of Interest			Unfocused; author seems unsure of direction.	Some focus, but lacks continuity.	Well focused and interests reader throughout.	Captivates and involves the reader deeply.
Language Usage			Inappropriate or imprecise word choice.	Word choice expresses thoughts to a limited degree	Appropriate word choice.	Rich, imaginative, and expressive word choice.
Grammar and Conventions			Errors in grammar and punctuation make posts difficult to understand.	Numerous errors in grammar and punctuation.	Minor grammar or punctuation errors.	No grammar or punctuation errors.
Presentation/ Preparedness			Late assignment.	Preparation was evident but more work would have enhanced the blog.	Evident of adequate preparation.	Well-prepared academically and professionally.
Format			Blog design appears to be the result of minimal effort. Less than 5 appropriate posts.	Blog design is adequate. Between 5 and 10 appropriate posts.	Blog design is adequate. Between 11 and 15 appropriate posts.	Blog is well designed and evident of considerable effort. More than 15 appropriate posts.
TOTAL						

EDU 290 Oral Presentation Rubric: Current Events Fall 2016

Student Name: _____ Date: _____

CATEGORY	5	0	Score
Relevance	Topic of current event article is relevant to the content of the course and current (within past 3 months).	Topic is not relevant to the content of the course or is an outdated article.	
Preparedness	Student is prepared and has obviously read and rehearsed the article.	Student is not familiar with the content of the article and has not read or rehearsed the article.	
Timeliness	Student is ready to share current event article on the date assigned.	Student is not prepared or absent on the date of the assigned presentation.	
Discussion Prompt	Article content is appropriate for discussion after the student presents the information.	Article content does not prompt further discussion after the student presents the information.	
TOTAL			

SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Multicultural Education

Course Number: EDU 290

Semester: Fall 2016

Credit Hours: Three (3)

Instructor: Anjanette Parisien

My signature below indicates that the content of this syllabus has been explained to me, that I understand what is expected of me, and that I have been given a copy to keep for future reference.

Print Name

Signature

Date