<table>
<thead>
<tr>
<th>Course: EDUC 5335 Multicultural Populations</th>
<th>Instructor: Dr. Strickland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Phone:</td>
<td>(806) 777-1710</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Please email or text during the hours of 8:00 a.m.-5:00 p.m. 7 days a week</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:strickt@stthom.edu">strickt@stthom.edu</a></td>
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</tbody>
</table>

Required for All


Required Format for All Assignments

General Description

This section of Multicultural Populations is specifically designed for students in the Curriculum and Instruction Department. Multicultural Populations examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis is placed on a knowledge base related to theories and models of culture and diversity with the concomitant ability to apply content and process to personal and professional life, particularly as applied to curriculum and instruction. Students are given opportunities to explore the interaction of racial and ethnic groups with the social, economic, and political foundations of the United States of America (USA) and to examine their own cognitions, feelings, and behaviors regarding race\(^1\), culture, and religious diversity.

Multicultural Populations develops in students an awareness of self in their professional setting in such a way that they will be able to evaluate their professional setting for its effectiveness with cultural differences and diversity issues. This course challenges and supports students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including and not limited to communities, families, students, administrators, counselors, teachers, staff, or supervisors. **This course may result in some students feeling discomfort; students will be supported in their journey through painful realities, which are part of the history and experience of living in the USA.**

This course will provide students with opportunities to investigate curriculum and Instruction in a culturally pluralistic society. Although this course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs, not interchangeable. The theories and practices of the fourth force\(^2\) (multicultural) are explored. The historical, philosophical, and psychological foundations of curriculum and instruction professional specialists in a pluralistic society are investigated by identifying and focusing on major racial and ethnic groups in the USA. The impact of the various identifiable racial and ethnic groups on the social, economic, and political foundations of the USA are also explored. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators and counselors with all populations in the USA in the 21st century.

This course enhances the practice of the principle values of a democracy in which all are created equal and endowed by their Creator with unalienable rights; among these are life, liberty, justice, charity, and the pursuit of happiness that the nation can become united in a mutually enhancing community (Adapted from the Declaration of Independents of the United States of America).

\(^1\)In this course race is a socio-political construct with no basis in biology. For the purpose of this class racism is defined as it is in Carmichael & Hamilton (1967): . . . the predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group (p. 3).

\(^2\)The first three forces are psychoanalytic, behavioral, and humanistic.
Specific Student Competencies

Students commit to work:

1. To practice their understanding that respect for persons is the *a priori*, fundamental principle of ethical and moral action;
2. To classify and analyze their feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from their own;
3. To demonstrate their ability to reflect on their own cultural history, including and not limited to their land base, native language, culture, gender, traditions, history of privilege or oppression, and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings;
4. To develop the knowledge of salient content which is related to understanding the historical experiences and characteristics of cultural and diverse groups in the USA;
5. To experience first hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in unfamiliar settings and with unfamiliar persons;
6. To embrace a difference model; to reject a deficiency model; that is, different implies unfamiliar; difference or the unfamiliar do not mean deficient;
7. To hone their interpersonal skills in applying theories and practices of the fourth force;
8. To value the speaking of more than one language; to demonstrate this appreciation by encouraging persons to use their mother tongue and to integrate its use in designing curriculum and instruction;
9. To recognize barriers in their professional settings to effective performance of their responsibilities regarding social justice;
10. To work as advocates of change for success with all persons for whom they are responsible;
11. To be proactive in their commitment to civil rights for all, including and not limited to the reduction of prejudice, discrimination, and racism;
12. To be able to identify situations in which ambiguity is present and address conflict effectively;
13. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives;
14. To demonstrate respect toward the professor and colleagues by, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
15. To want to learn for learning’s sake and for professional development;
16. To pursue education for its own sake, not only for grades, prestige, money, or any other external motives.

**Andragogy**

EDUC 5335 Multicultural Populations creates a learning community in which andragogy (adult education) can be effective. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Roles are different; responsibilities are equally salient. In addition, the professor believes that life experiences
brought to discussions are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to create and post appropriate activities for discussion on the Discussion Board, to prepare and evaluate assignments to further the goals of the course, and to monitor and provide feedback to the discussions on the Discussion Board.

The role of students is to master the readings and research in order that they can have a scholarly conversation with their colleagues and the professor on the Discussion Board. In addition, students commit to demonstrating scholarly achievement in the executing of their assignments. Students take special interest in submitting a final project worthy of a graduate student.

EDUC 5335 Multicultural Populations involves three equally important components, namely, cognitive, affective, and behavioral:

1. **Cognitive.** The cognitive components of this course include, and are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with colleagues and the professor in a learning community. In order to prepare students for success as professional curriculum and instruction specialists, students will acquire knowledge, abilities, and skills related to traditional and current theoretical perspectives, and practices related to the domain of this course.

2. **Affective.** The affective components of this course include, and are not limited to sharing pertinent life experiences, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with colleagues and the professor. Students will classify and analyze feelings, attitudes, and perceptions toward curriculum and instruction as applied to today’s students, who are multilingual, multicultural, and multigifted with varying degrees of experience living in the USA.

3. **Behavioral.** The behavioral components of this course include, and are not limited to demonstrating appropriate boundaries, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a curriculum and instruction project, which will be evaluated as the final examination.

Students will increase knowledge, abilities, and skills in curriculum and instruction as they relate to legal and ethical practice of curriculum and instruction expertise. They will become acquainted with the professional organizations in the areas of curriculum and instruction of special interest to them in the domain of this course. Students will master the use of Blackboard as it relates to this on-line course.
Retention in Multicultural Populations

For retention in this course students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Academic Catalog 2010-2012, p. 2). Students must demonstrate good judgment in all aspects of their participation in this course.

The emotional and mental health of professionals involved in curriculum development and instruction is essential to their functioning in an ethical, competent, and confident manner. The responsibility of gate-keeping on the part of the professor of this course protects the students, the degree, and the profession.

Integrity

Integrity is the most important quality for success in this course. Integrity requires students to be authentic and honest in all academic and affective work and interaction. Integrity implies students become familiar with and practice at all times the codes of ethics of their professions.

Educators who are curriculum and instruction specialists perform their professions in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail students who violate their integrity.

Discipline, Commitment, Focus

Success in Multicultural Populations requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

Honor System

Multicultural Populations requires the practice of the honor system on the part of all students. The honor system includes and is not limited to demonstrating absolute trustworthiness at all times. Violation of the honor system will result in failing this course.

Plagiarism

Plagiarism is taking credit for any thought, idea, or work that is not original with the student writing the assignment. Plagiarism is a serious offense that will result in failing this course. When writing assignments, reference information, websites, books, etc. The APA Manual (2010) rules for citing and referencing must be followed.
If a student paraphrase ideas, then references must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It might be tempting to copy and paste works from the internet, borrow the work of friends, rephrase a manuscript previously written, or change a few phrases here and there. All of these activities are examples of plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered master’s level work even if the writer cite it properly.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other manuscripts, which students have previously written, without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as when quoting from outside sources. If students quote no more than 40 words, the requirement is to use quotation marks and provide the page number(s) from the original document. If more than 40 words are quoted, indenting and providing the source and page number(s) are required. A whole lot of copying is not considered master’s level work even if the work is cited properly.

Plagiarism is a violation of integrity.

The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.
The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08; for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

**Self-plagiarism.** Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

**Language Diversity**

The professor of this course values the speaking of more than one language. She is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with their publics for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the learning community in their journey through this course.

**Americans with Disabilities Act**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal success with educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Simply informing the professor is not adequate. The professor must receive a
written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may ask to see proof of disability and specify accommodations as requested by students. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You may email the professor at any time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Evaluation/Grading

Graduate Level Work

Graduate level work is substantively and qualitatively more complex than undergraduate level work. Graduate level work is never, for example, “from a book”, demonstrative of having memorized lists or thoughts unchanged from a source. Graduate level work shows depth, integration, and creativity:

Depth requires showing understanding of complexity, comfort with ambiguity, or uncertainty. Depth requires demonstrating complex issues, for example, the relationship between curriculum and publics whose native languages are not English. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal, while keeping appropriate boundaries, and professional.

Integration comes about from calling on appropriate and salient personal and professional experiences and applying them to the domain at hand. Integration requires the bringing together of various ideas from various sources and then sifting these ideas through students’ knowledge, abilities, and skills. For example, students may demonstrate metacognition regarding the history of oppression, privilege, racism, sexism, or other personal or professional experiences pertinent to the course.

Creativity is demonstrated when graduate students enhance scenarios or call up lived experiences related to the issues under consideration. Students engage in graduate level creativity when they look within themselves, for example, reflect on their own culture and how it influences them in their professional lives.

Contract

This syllabus is the contract for EDUC 5335 Multicultural Populations:

1. Meeting Needs of Students. If students are not meeting course requirements, the professor will have a private conversation with them. Students will be contacted by email and may be asked to make an appointment with the professor on Skype or in person in the professor’s office. The situation will be addressed and resolved.
2. **Attendance, Punctuality, and Participation.** Students are expected to meet all attendance, punctuality, and participation responsibilities. Attendance is understood as being on the discussion board and submitting reflections as required. Punctuality is understood as getting the discussion board and assignments submitted by the deadlines. Participation responsibilities include graduate level quality of the discussion board postings and reflections.

3. **Final Grade.** Discussion board assignments are evaluated as graduate or not. The professor will communicate with students if their postings are not acceptable. All other assignments, for example, reflections, *In Vivo* assignment, are graded. The final examination is graded. The final examination is worth 60% of the final grade. The average of graded assignments is worth 40% of the grade. Missing assignments or missing postings on the discussion board reduces a grade by one-half or one whole grade depending upon the severity of the omission.

4. **Assignments.** Each assignment is graded according to the protocol written in this syllabus:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A = 4.0  Unusual and superior achievement (Superior Graduate Level)
A- = 3.7
B+ = 3.3
B = 3.0  Satisfactory achievement (Acceptable Graduate Level)
B- = 2.7
C+ = 2.3  Below standard (Below graduate level)
C = 2.0
C- = 1.7
D+ = 1.3  Unsatisfactory
D = 1.0
F = 0.0  Failure

5. **Getting Assignments to Professor.** All assignments are submitted via email to your professor at strictt@stthom.edu and must be submitted at the time required.
by this syllabus. Late assignments are not accepted unless students arrange with the professor before the assignment is due or if there is an emergency accepted by the professor. Communication between students and the professor is essential. Communicate with the professor via email at strictt@stthom.edu

6. **Final Examination.** The final project is the final examination. The directions can be found under *Course Requirements* in this syllabus. The final examination is graded according to the protocol in this syllabus.

7. **Incompletes.** Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone submitting the final examination on the day and time required by this syllabus.

**Course Requirements**

APA format (2010), Times New Roman, 12-point, and double space are required for all written assignments unless otherwise stated in the directions. Assignments are submitted in formal, academic English. The professor is available to help students who are unfamiliar with formal, academic English or for whom English is not their first language. Students in this course are preparing to become curriculum and instruction specialists; as such, they will be required to write in academic English.

*All assignments must be submitted no later than the stated due date.*

**Attendance, Punctuality, and Participation Responsibilities**

Students are expected to meet all attendance, punctuality, and participation responsibilities. These requirements are explained in number 2 on page 9.

**Collective Memory Cultural Story**  
**Due 2/7 at 6:00 p.m.**

Students will write a manuscript of no more than 3 pages. Students will write their own cultural story as it pertains to their collective memory. Collective memory refers to the stories, traditions, languages, land base, etc. of extended or nuclear families of origin. The story of students may take any direction to recount, relive, or retell stories:

**First Part (2 pages).** The following questions are a guide. Students do not answer the questions directly; they use them only as a guide. The professor expects depth, integration, and creativity:

```
What event/situation/experience/role-model/memory first defined you as to who you are as part of a cultural/racial/gender/social/religious, etc. group? What memories first defined who you are today? What? When? Where? Who? How? Why? Who were the key players in your life who gave you your cultural identity? How did you know you were African, African American, Asian, Asian American, Guatemalan American, Mexican American, Egyptian American, Indian, Native American, European
```
American, etc. What place did gender and the socio-political construct of race play in your cultural identity?

Second Part (1 page). This section of the manuscript is a reflection on what students wrote in the first section. It should explain the students’ feelings and thoughts and what they learned from writing their collective memory cultural story. In short, what did you learn about yourself that you had not previously considered, and how are you feeling?

In Vivo Assignment

Students will make arrangements to visit a site where they will have an unfamiliar experience with people with whom they do not socialize to any great extent or people who speak a language different from theirs, for example, a place of worship unfamiliar to them, a social setting unfamiliar to them, a school with a religious affiliation different from theirs, an ethnic festival, etc. Students will have a conversation with at least one person. If students go to a place where an unfamiliar language is being used, they will listen with their hearts rather than their heads.

Directions for Writing: Students will write a 2-page manuscript, which will be emailed to your professor. The requirements for this assignment are as follows:

This assignment will be written as a formal, academic manuscript. The title of the title page will be the name of the place visited. The title is repeated and centered at the top of page 2; it is not bolded. Make sure you plan the header on page one to be different from the header on the subsequent pages as required in the APA Manual (2010).

In APA (2010) format, use the following side headings. Side headings are bolded:

Description of Site (1/2 page),
Group(s) Involved (1/2 page)
My Thoughts and Feelings (1 page)

Court Cases, Acts or Laws Assignment

This is one assignment in two parts. The first part includes cases, acts, or laws, which are historically important to understanding the racial history of the USA. The second part includes the cases of the Supreme Court 2015, which are important to the domain of this course.

Students will put their names, due date, EDUC 5335 OL Multicultural Populations (Class Number 2375) and page number in the header. Students will arrange the document in a convenient and creative way comfortable for them. Include any links you use on a reference page. This is an informal document. However, do not copy. All needed information is easily found on the internet. Times New Roman and 12-point font are required.
Part 1

Students will choose 3 out of the historical cases, acts, or laws. They will write one sentence describing the chosen case. In no more than 3 or 4 sentences, they will explain the impact of each of their chosen cases, acts, or laws on them as educators specializing in curriculum and instruction.

Cases, Acts, or Laws (historical)

<table>
<thead>
<tr>
<th>Historical Cases, Acts, or Laws</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dred Scott v. Sandford (1857)</td>
<td></td>
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<tr>
<td>United States v. Cruikshank (1876)</td>
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<tr>
<td>Plessy v. Ferguson (1896)</td>
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<tr>
<td>Taka Ozawa v. United States (1922)</td>
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<tr>
<td>U.S. v. Bhagat Singh Thind (1923)</td>
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<tr>
<td>Mendez et al v. Westminster (1946)</td>
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<tr>
<td>Delgado v. Bastrop ISD (1948)</td>
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<tr>
<td>Bolling v. Sharpe (1952)</td>
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<tr>
<td>Brown v. Board of Education (1954)</td>
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<tr>
<td>Gains v. Canada (1938)</td>
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<tr>
<td>Hernandez v. Texas (1954)</td>
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<tr>
<td>Cisneros v. Corpus Christi ISD (1972)</td>
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<tr>
<td>Shelby County v. Holder (July 25, 2013)</td>
<td></td>
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<tr>
<td>Shaw v. Reno (1993)</td>
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<tr>
<td>Robinson v. Memphis (2012)</td>
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<tr>
<td>Naturalization Act of 1790</td>
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<tr>
<td>Indian Removal Act (1830)</td>
<td></td>
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<tr>
<td>Black Codes (1865 ff)</td>
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<tr>
<td>Jim Crow Laws (1876-1965)</td>
<td></td>
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<tr>
<td>Chinese Exclusion Act (1882)</td>
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<tr>
<td>Civil Rights Act of 1866</td>
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<td>Civil Rights Act of 1964</td>
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<tr>
<td>Voting Rights Act of 1965</td>
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<tr>
<td>Immigration Reform Bill (Pending)</td>
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</tbody>
</table>

Part 2

Students will choose 3 out of the Supreme Court Cases 2015. They will write one sentence describing the case. In no more than 3 or 4 sentences, they will explain the impact of each of their chosen cases on them as educators specializing in curriculum and instruction.

The Supreme Court Cases 2015 from which to choose follow:

Supreme Court Cases 2015

<table>
<thead>
<tr>
<th>Supreme Court Cases 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossip v. Gross (decided June 29)</td>
<td>Walker v. Texas Division (decided June 18)</td>
</tr>
<tr>
<td>Subject: Lethal Injection</td>
<td>Subject: Confederate Flag and Free Speech</td>
</tr>
<tr>
<td>Arizona State Legislature v. Arizona</td>
<td></td>
</tr>
<tr>
<td>Independent Redistricting Commission</td>
<td>Zivotofsky v. Kerry (decided June 8)</td>
</tr>
</tbody>
</table>
Theories Assignment  

Due 4/3 at 6:00 p.m.

Students will select one theory from the list provided.

Students will explain the theory in one page. At least 5 peer reviewed journal articles must be cited on this page and referenced on the reference page. Demonstration of practical understanding is required. Relationship to curriculum and instruction is expected to be articulated clearly.

Identify in 2 pages the strengths and limitations of this theory. Integrate a description of how this theory can or cannot help curriculum and instruction specialists become more sensitive to students, colleagues, administrators, and communities served by curriculum and instruction specialists. The same sources as on page one or different sources must be cited in this section and on the reference page.

This assignment is required to be written in APA format (2010), double space, and Times New Roman, 12-point font. Create a formal APA (2010) format title page and reference page.

Theories

<table>
<thead>
<tr>
<th>Antiracist Theory</th>
<th>Allport’s Social Contact Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilation Theory</td>
<td>Cultural Deprivation Theory</td>
</tr>
<tr>
<td>Acculturation Theory</td>
<td>Critical Race Theory</td>
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<tr>
<td>-------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Deculturalization Theory</td>
<td>Cultural Discontinuity Theory</td>
</tr>
<tr>
<td>Pluralism Theory</td>
<td>Ambivalence Amplification Theory</td>
</tr>
<tr>
<td>Hegemony Theory</td>
<td>Black Racial Identity Theory</td>
</tr>
<tr>
<td>Cognitive Dissonance Theory</td>
<td>White Racial Identity Theory</td>
</tr>
<tr>
<td>Conflict Theory</td>
<td>People of Color Racial Identity Theory</td>
</tr>
<tr>
<td>Feminist Theory</td>
<td>Social Construct Theory</td>
</tr>
<tr>
<td>Deficit Theory</td>
<td>Melting Pot Theory</td>
</tr>
<tr>
<td>Labeling Theory</td>
<td>Choice Theory</td>
</tr>
</tbody>
</table>

**Reading Assignment**

**Part 1**  
Due 2/21 at 6:00 p.m.

From the list of books provided at the end of this syllabus or from another source, students will choose a book. Students will email the professor the title of their chosen book no later than the stated due date.

**Part 2**  
Due 4/17 at 6:00 p.m.

Students will submit a formal APA (2010) title page with the Title and Author of the book as the title. On the second page, center the title and author. Remember the title and author on the second page are not bolded. Remember the header on the first page is different from the headers on the subsequent pages. Make sure you know what a critique is. You might want to investigate its meaning before you write. The side headings are as follows:

- Three Important Ideas (2 pages)
- Critique (1 page)
- Usefulness (1 page)
- Reflection (1 page)

Complete the manuscript with an APA format reference of the book. Although it is customary to place the references on a separate page, in this case simply double space, center the word Reference, and write the complete APA format (2010) reference.

**Final Examination Major Project**  
Due 5/4 by midnight

Students will write a one-week curriculum using the directions that follow:
Choose a grade level. Include the demographics for your class. The purpose of these examples is to get you thinking:

Choose a topic or a related Texas Essential Knowledge and Skills (TEKS) objective, for example, Social Studies and Effects of Climate Change: Integration of Social Studies and Science for a class with immigrant students, students whose native languages are not English, and dominant culture students born and raised in the United States. Another example might be Geometry for Grade 10, Third Week of First Semester: Integrating the Contributions of Africans and African Americans to the Development of Mathematics for a class of 21 students, 5 of whom are Igbo, immigrant students from Nigeria, 6 of whom are African Americans born in the United States, 4 of whom are dominant culture, European American students born in the United States, and 6 of whom are Hispanic students from Mexico and the Northern Triangle. Another example might be The Real History of Mexican Americans as Written by Mexican Americans: Integration of the History of the Southwest with Mexican American Literature.

Integrate the domain of the course explicitly into your curriculum. Integration, depth and creativity are evidence of graduate level work.

The SAMPLE below is a guide. It is a SAMPLE; you may edit it as you choose.

**BROOKS COUNTY SCIENCE CURRICULUM**

**Evidence of Learning**

**TEKS Objectives**
State your TEKS objectives here, or create objectives of your own. For a one-week curriculum, three objectives would be average.

**Activities**
Keep your demographics in mind as you plan and write your activities. Demographics are required to be stated explicitly. State what your activities will be, and be clear how each activity will be carried out. Be sure each activity addresses the above stated objective.

**Technology**
State what type of technology you will use to enhance this one-week curriculum; explain how you will use this technology during the week. Be clear how your technology will enhance the learning. You are required to have at least one mode of technology integrated into your curriculum.

**Formative Assessment**
Here are some examples of possible formative assessments. Your choice does not have to be from this list. Explain in depth when and how the formative assessment selected will be used; provide examples. Do not merely list the assessment but explain it thoroughly.
- Observation
- Homework
- Class participation
- Venn Diagrams/Graphic Organizers
- DO-NOW
- Laboratories/Lab Reports
- Notebook
- Writing Assignments

### Summative Assessment

Here are some examples of possible summative assessments. Your choice does not have to be from this list. Explain in depth when and how the summative assessment selected will be used; provide examples. Do not merely list the assessment but explain it thoroughly.

For additional ideas please refer to the following websites:

http://gssd.ca/docs/student%20srvcs/Module2SummativeAssessmentStrategies.pdf

- Chapter/Unit Test
- Writing Assignments
- Presentations
- Laboratory Practical
- Unit Projects
- Mid-Term and Final Exams
- End of Course Biology

### Modifications

Some examples of students’ requiring modification are ELLs, students in special education, students with identified emotional challenges, and students in gifted and talented classes. Some examples of modifications are as follows:

- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Native language texts and native language to English dictionary

Response to Intervention (RTI) [www.help4teachers.com](http://www.help4teachers.com) and [www.docstoc.com](http://www.docstoc.com), Search tiered lesson plan template.

Further directions related to modifications are

- Follow entire IEP modifications/504 plan.
- Be clear when explaining modifications.
- Elaborate what you do for each identified group when applying its modification. In other words, instead of explaining a general approach, how and what you do for each identified group in its modifications is essential.
- Make sure all explanations of modifications of assessments are clear.

### Curriculum Development Resources/Instructional Materials/Equipment Needed

Teacher Resources

Examples are

- Textbook
- Laboratory manuals and equipment
Science Websites

- [http://www.sciencenetlinks.com](http://www.sciencenetlinks.com)
- [www.biology.com](http://www.biology.com)
- [http://strandmaps.nsdl.org/](http://strandmaps.nsdl.org/)
- [www.thinkquest.com](http://www.thinkquest.com)
- [www.teachersdomain.org](http://www.teachersdomain.org)

**Note**

Resources will vary for each teacher depending upon grade level and district. However, be specific when identifying the resources you will use for this curriculum of one week. List your resources, and add a brief explanation how you will use them. Include anything you think the reader should know that has not been included here. This will include sources for activities. You are not expected to reinvent the wheel. If there are helpful activities in your sources, use them; but make sure you cite them and place them on the reference page. Finally, do not copy.

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**Reading and Due Dates for Assignments**

**Discussion Board**

Next to the learning module number and date is either Discussion Board or Reflection. When it says Discussion Board, students integrate readings and application to the profession of curriculum and instruction specialist. These postings are expected to be graduate level.

The discussion board assignment is due at 6:00 p.m. on the date indicated in the syllabus. For the discussion board readings, students will write at least 100 words addressing the following:

1. How the readings are related to my personal and professional experiences now.
2. Integrate the content of the readings comprehensively into one essay.
3. How the readings will help me become a more effective curriculum and instruction specialist.
4. Parts of the assigned readings with which I especially agree. Explain.
5. Parts of the assigned readings with which I especially disagree. Explain.
6. Respond to at least 2 other members of the learning community.

**Reflection**

When the word Reflection is written, a 1-page reflection on the readings is required. This reflection will be graded. The professor expects integration of readings, and application to the profession of curriculum and instruction specialist.

There are no Discussion Board postings during the weeks of the reflections. Reflections are informal documents; hence, students will place their names, due date, and EDUC 5335 Multicultural Populations in the header. The Title will be the number of the learning module. Reflections will be written in 12-point, Times New Roman font. Reflections will be submitted to your professor via email no later than 6:00 p.m. on the due date. The schedule for posting or reflection is given with the dates and learning module numbers.
Supplementary Sources
There are posted supplemental reading, which are optional. However, if students find them helpful, they may integrate them into their postings, reflections, or use them as sources for their assignments.

1/16 to 1/31 (Learning Module 1) – Discussion Board
Koppelman (2014) Chapter 1 Understanding Ourselves and Others: Clarifying Values and Language
Spring (2013) Chapter 1 Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans

(Learning Module 2)
Koppelman (2014) Chapter 2 Understanding Prejudice and Its Causes
Spring (2013) Chapter 2 Native Americans: Deculturalization, Schooling, Globalization, and Inequality

2/1 to 2/7 (Learning Module 3) – Discussion Board
Collective Memory Cultural Story due at 6:00 p.m.
Koppelman (2014) Chapter 3 Communication, Conflict, and Conflict Resolution

2/8-2/14 (Learning Module 4) – Reflection
Strangers no Longer Together on the Journey of Hope
Koppelman (2014) Chapter 4 Immigrants and Oppression: Assault on Cultural and Language Diversity

2/15-2/21 (Learning Module 5) Discussion Board
Brothers and Sisters to Us (1979)
Title of book due to professor for Reading Assignment no later than 6:00 p.m.
Koppelman (2014) Chapter 5 Race and Oppression: The Experiences of People of Color in America
2/22-2/28 (Learning Module 6) – Reflection
*In Vivo* assignment due at 6:00 p.m.
*Declaration on Religious Freedom: On the Right of the Person and of Communities to Social and Civil Freedom in Matters Religious* (1965)

2/29-3/6 (Learning Module 7) – Discussion Board
Koppelman (2014) Chapter 7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society

3/7-3/13 (Learning Module 8) – Reflection
*Cases* assignment due at 6:00 p.m.
Spring (2013) Chapter 5 Hispanic/Latino Americans: Exclusion and Segregation

3/14-3/20 (Learning Module 9) – Discussion Board
*White Privilege*
Koppelman (2014) Chapter 8 Racism: Confronting a Legacy of White Domination in America

3/21-3/27 UST SPRING BREAK-NO CLASSES

3/28-4/3 (Learning Module 10) -- Reflection
*Theories* assignment due at 6:00 p.m.
*Rerum Novarum*

4/4-4/10 (Learning Module 11) Discussion Board
*The Harvest of Justice is Sown in Peace*
Koppelman (2014) Chapter 10 Sexism: Where the Personal Becomes Political

4/11-4/17 (Learning Module 12) -- Reflection
*Reading* assignment due at 6:00 p.m.
*Always Our Children/Siempre Serán Nuestros Hijos*
Koppelman (2014) Chapter 11 Heterosexism: Transforming Homosexuality from Deviant to Different

4/18-4/24 (Learning Module 13) – Discussion Board
Koppelman (2014) Chapter 12 Ableism: Disability Does Not Mean Inability
Spring (2013) Chapter 6 The Great Civil Rights Movement and the New Culture Wars

4/25-5/1 (Learning Module 14) – Reflection
Koppelman (2014) Chapter 13 Pluralism in Schools: The Promise of Multicultural Education
Koppelman (2014) Chapter 14 Pluralism in Society: Creating Unity in a Diverse America
Spring (2013) Chapter 4 Asian American Exclusion and Segregation
5/4 (Learning Module 15) – Final Examination
Curriculum Assignment due by midnight on 5/4.
See directions under Course Requirements

Resources

Sources of the Catholic Church, African American Catholic Literature, and Theology


Sources by or about Paulo Freire or His Pedagogy [Andragogy]


Sources for Understanding Racial History in the USA


(Original work published 1933).

**Sources for Understanding Immigration and People Who Have Recently Arrived**


**Books by Juan González and Other Latin American Authors**


**Books by James H. Cone**


**Sources by Faubert, Gonzalez, or Locke**


**Sources about Sexual Orientation**


**Miscellaneous Sources**


