



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/2/09

1. ACADEMIC UNIT: College of Teacher Education and Leadership

2. COURSE PROPOSED: TEL 212 Understanding the Culturally Divers Child 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Dr. Les Irwin Phone: 602 543 6370

Mail Code: 3151 E-Mail: lirwin@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

This course provides an overview of the cultural diversity of American society, with a focus on the social, political, and pedagogical issues associated with educating culturally diverse populations of students. It also examines the role of institutions, agents, and innovations in multicultural education. The course ultimately creates awareness of, and respect for, culturally diverse students.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this amultisection course?: [ ] No [X] Yes; Is it governed by a common syllabus? Yes



ARIZONA STATE UNIVERSITY

Jane A Williams Ph.D.

Chair/Director (Print or Type)

Date: 2/2/09

Jane A Williams

Chair/Director (Signature)

Assistant Division Director, Division of Teacher Preparation, CTET

## **TEL 212 Understanding the culturally diverse child.**

### **Catalog Description:**

Survey of cultural and linguistic diversity in American education, including equity, pluralism, learning styles, and roles of schools in a multiethnic society.

### **Expansion as in syllabus.**

The course explores diversity through prescribed micro-cultural entities that include class, ethnicity, race, gender, exceptionality, religion, language, geography, and age--and the impact of these micro-cultures on learning in K-12 classrooms. The course is designed to (a) provide an overview of the cultural diversity of American society, with a focus on the social, political, and pedagogical issues associated with educating culturally diverse students, (b) examine the role of institutions and agents (e.g. the school, church, teachers, etc.), teaching practices, and innovations in multicultural education, and (c) create awareness of, and respect for, the culturally diverse child.

The ultimate goal of this course is to improve students' understanding of multicultural issues (race, class, gender, ethnicity, religion, language, exceptionality) that may arise in classrooms and schools, and enable them to reflect on their feelings about teaching children with diverse backgrounds.

(Page 1 of syllabus).

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
		<b>1. A Cultural Diversity course must meet the following general criteria:</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	See syllabus
		<b>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	See syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	See syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	See syllabus

**Cultural Diversity [C]**

Page 3

Course Prefix	Number	Title	Designation
TEL	212	Understanding the Culturally Diverse Child	<b>CULTURAL</b>

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
2 a,b,c	<p>Course addresses major components of multiculturalism and multicultural education of which teachers need to be aware.</p> <p>The categories under the criteria on page 2 are restrictive. This course touches on various aspects in all the categories.</p>	<p>See course calendar in the syllabus for sample topics covered (pages 2 &amp; 3). The course description in the syllabus (page 1) indicates how the course accomplishes the criteria indicated.</p> <p>Also please see attachment A for further information.</p>
		Assignments reflect objectives addressed in the syllabus (page 4 - 6)

## Attachment A

**Criteria:** (Please see Course Calendar for pertinent topics covered)

1. Students prepare and present on a diversity of micro-cultural entities that constitute the American multicultural society while the professor teaches and explains to enhance student understanding during these presentations. Topics addressed during class as indicated in the course calendar (syllabus page 2) include the introduction to culture, leading to the concept of multiculturalism. Diversity in the classroom is discussed with emphasis on the constituents of a multicultural society using the student population as a microcosm of the larger society. Students gain an initial understanding of the concept of multiculturalism and how that corresponds to the description of America as a multicultural (pluralistic) society.

2a. With the study of the various micro-cultural or subcultural groups that constitute the American mosaic, students gain an in-depth coverage of culture-specific elements that guide their awareness of the various cultural backgrounds of students. This awareness eventually shapes teacher attitude and expectations in the classroom.

The course explores various perspectives in each subcultural group as well as provides opportunities to experience practical interactions in real life situations (intercultural experience assignment, page 5 of syllabus) with diverse groups and settings. The outcome of this assignment is an increased awareness and appreciation for other cultures.

### **Course Format:**

The course meets the criteria through such activities as group presentations, lectures, and small group / whole class discussions. This discussion-intensive approach is very interactive, constructivist in nature, and allows for assessment of student understanding of the concept of multiculturalism. Videos are utilized as an instructional tool to focus attention. As an instructional strategy, videos assist students to integrate scattered ideas and situations as they unfold contextually. For group presentations, the professor provides a brief introduction to each topic and expands on the concepts through students' presentations and discussions.

The cognitive and affective goals fulfill the course overview (see syllabus page 1), all of which address the learning outcomes. The course assignments provide students with experience to both theoretical and practical aspects of interaction between and among various micro-cultural groups.

Ultimately, the students become fully aware and appreciative of the diversity of American society and the multiplicity of subgroups that form the basis of their personal identities and the variety of cultural backgrounds of their students.

**TEL 212 Understanding the Culturally Diverse Child**  
**College of Teacher Education and Leadership.**  
**Arizona State University**  
**Spring 2009**

Course Line: 16071 (10:45)

Course Line: 16148 (11:50)

**Instructor Information:**

<b>Dates of Classes:</b> Monday / Wednesday / Friday	<b>Hours:</b> 10:45 – 11:35 AM	<b>Location:</b> Sands 213
Monday / Wednesday / Friday	<b>Hours:</b> 11:50 – 12:40 AM	<b>Location:</b> Sands 204

**Instructor:** Dr. Les Irwin. **Email:** lirwin@asu.edu **Phone:** 602-543-6370. **Fax:** 602-543-7052.

**Office Location & Hours:** FAB S262. M / W / F 1:30 – 3:30 PM, other times by drop in, appointment, or call first.

**Course Information:**

**Catalog Description (Course Overview):**

“Survey of cultural and linguistic diversity in American education, including equity, pluralism, learning styles, and roles of schools in a multiethnic society.”

The course explores diversity through seven micro-cultures including: class, ethnicity and race, gender, exceptionality, religion, language, geography, and age--and the impact of these cultures on learning in K-12 classrooms. The course is designed to (a) provide an overview of the cultural diversity of American society, with a focus on the social, political, and pedagogical issues associated with educating culturally diverse students. (b) examine the role of institutions and agents (e.g. the school, church, teachers, etc), teaching practices, and innovations in multicultural education, and (c) create awareness of, and respect for the culturally diverse child.

*(The ultimate goal is to improve our understanding of multicultural issues (race, class, gender, ethnicity, religion, language) that may arise in classrooms and schools, and enable us to reflect on our feelings about teaching diverse children. Also keep in mind that we are dealing with course content that may be considered sensitive.*

**Course Format:**

The class will consist of group presentations, lectures, and small group / whole class discussions. Videos will be used appropriately to focus attention on, integrate scattered ideas and situations as they unfold contextually, and as a complement to various topics of discussion. The professor will introduce each topic, and will teach and explain through group presentations and discussions.

The course will follow the course calendar in this syllabus. Topics are assigned as readings prior to their discussions in class. Discussions will be a major part of this class. Active participation is expected of all students.

## Required Course Texts:

Gollnick, D.M. & Chinn, P.C. (2009). *Multicultural Education in a Pluralistic Society* (8<sup>th</sup> Edition.) OH. Merrill (Pearson).

## Other Materials and Resources: (If class uses Blackboard and/or TK20)

ASU Blackboard Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

The College of Teacher Education and Leadership's Internet resource – TK20 at <http://TK20.com> (requires a subscription fee).

IDEAL subscription, which can be obtained from <https://www.ideal.azed.gov/> (All ASU students have FREE access to this web resource after account is created). This subscription will remain with you throughout your education and teaching career.

## Suggested Readings:

Kozol, J (1992) *Savage Inequalities: Children in America's Schools*. NY. Harper Perennial.

Irwin, L. (1997) *Teachers' Role in Multicultural Education: Setting the Stage for Preservice Teachers*. *Contemporary Education*. Vol. 68 (4).

Irwin, L (2001). *Teacher Attitudes, Diverse Students, and Multicultural Education: Common Grounds for Understanding Students' Needs*. *Journal of Communications and Minority Issues*. Vol.6, (1), p. 27-32.

## Course Calendar:

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Jan 21 - 30	Review of syllabus. Activity: Discussion of personal concepts of multiculturalism.  <b>Assignment 1 due Jan. 30:</b> A one page personal introduction paper (who am I?). <b>Assignment 2:</b> Read the syllabus very carefully and ask for clarification next period.  Introduction to Culture and Multiculturalism (Multi-ethnicity). Multiculturalism, Pluralism, Diversity: Diversity in the classroom/education. Activities: Video, discussions. Review of format for presentations <b>* Personal Introduction Paper due January 30.</b>	Chp. 1.
<u>Feb.</u> 2/4/6	<u>Class / Socioeconomic Status</u> Activities: Group presentation, video, discussions, case studies.	Chp. 3.
9/11/13	<u>Race and Ethnicity</u> . Activities: Group presentation, video,	Chp. 2.

	discussions, case studies.	
16/18/20	<u>Exceptionality</u> . Activities: Group presentation, video, discussions, case studies	Chp. 5
23/25/27	<u>Language</u> . Activities: Group presentation, video, discussions, case studies.	Chp. 6
<u>March</u> 2/4/6	<b>General Review of above topics</b> Activities: Video (Stand and Deliver), discussions. <b>Midterm Exam</b>	
9 – 13	<u>SPRING BREAK</u>	
16/18/20	<u>Religion</u> . Activities: Group presentation, video, discussions, case studies.	Chp. 7
23/25/27	<u>Gender &amp; Sexual Orientation</u> . Activities: Group presentation, video, discussions, case studies.	Chp. 4
30 <u>April</u> 1/3	<u>Age</u> . Activities: Group presentation, video, discussions, case studies.	Chp. 9
6/8/10	<u>Geography</u> . Activities: Group presentation, video, discussions, case studies	Chp. 8
13/15/17	<u>Education that is Multicultural</u> . Activities: Group presentation, video, discussions, case studies.	Chp.10
20 / 22	Wrap up of topic: Multicultural Education. How do we become effective multicultural educators in the classroom? How will what we have gained from this course translate into action in the curriculum and our instructions?	
24/ 27/ 29	Sharing of Intercultural Experiences. <b>*Intercultural Experience Paper Due on any of these days.</b>	
<u>May</u> 4	<b>Exams.</b> Last class meeting. <i>Today is the final due date for all semester assignments. The professor will not accept any assignments after today. For those who wish to receive papers back, last day to furnish the professor with a self-addressed stamped envelope.</i>	

*(This schedule is subject to changes due to special events, extra topics, videos, additions and/or revisions to reflect current research and practice etc. which may occur. Course content may vary from this calendar to meet the needs of this particular group).*

**Student Learning Outcomes (Cognitive Objectives):** Pertinent Arizona standards and sample elements addressed include: Standard 3: 8, 9, 10, 15, Standard 8: 5, 6.

Upon completion of this course, students will be able to:

1. Describe the culturally diverse nature of American society.
2. Discuss major issues emanating from cultural diversity.
3. Describe issues that impact on the education of the culturally diverse child.
4. Identify cultural issues affecting academic success of the culturally diverse child.
5. Identify innovative means of meeting the needs of the culturally diverse child.

### Long Term Affective Goals:

- Become aware of, and sensitive to individual and cultural differences.
- Appreciate the assets of cultural diversity (welcoming the world at your doorstep).
- Express your viewpoint on topics or ideas and experiences that may challenge your beliefs and preconceptions in openness and honesty while ensuring mutual respect.
- Understand, empathize, and be sympathetic to the needs of the culturally diverse child.
- Be aware of the negative impact of prejudice and all forms of overt/covert discrimination based on race, gender, language, culture, religion, etc
- Develop a sense of collaboration, especially in activities conducive to the expansion of cultural awareness. (Culture is social, we learn from each other).

### Course Assignments:

<i>Assignment</i>	<i>Points</i>
#1 Personal Introduction Paper	5
#2 Group Presentation	65
#3 Inter-Cultural Experience Paper	20
#4 Oral Sharing of Inter-Cultural Experience	10
#5 Exams: Midterm	40
Exams: Final	45
#6 Professionalism & Participation	15
Total Points	200

It is your responsibility to check and comply with assignment due dates in the course calendar.

All assignments should be completed and submitted on or before final due date to receive a grade for this course. Any changes for an incomplete will be in the following semester upon initiation by student.

Remember to keep samples of your work as artifacts in your ePortfolio. This may be useful to you in the future.

#### 1. **PERSONAL INTRODUCTION PAPER** (5 pts).

Write a 1-2 page paper describing who you are, how you would like to be perceived, and how you think others perceive you. (Remember, by knowing who you are, you are able to understand others and their view points). Due date on Course Calendar.

## 2. GROUP ORAL PRESENTATIONS (65 pts.)\*

Sign-up for a topic of choice for group presentation. (*Number of persons indicated on sign-up sheet*). You have the duration of the topic for your group presentation and discussion.

- Presentation (25 pts): Group members, as cultural informants will provide the class with essential information for meaningful discussions by preparing and presenting on a topic from identified components of multiculturalism.
- Outline and References (20 pts): Provide a point by point outline of your group's presentation to the professor and your classmates prior to presentation (10 pts). **This is not a summary**. At the bottom of your outline, provide 5 websites on your topic (5 pts) and 5 reading list of journals in your topic area (5 pts).
- Video (10 pts). As a group, preview and select a pertinent and appropriate complimentary / complementary video from Fletcher library on your topic area to show in class. (*Sample list provided*). On your day of presentation, make sure everything is in working order (computer or VHS / DVD player, overhead etc) before class starts. Closure in the form of discussions should always follow a video presentation. I would prefer that the presentation does not start with a video, it is complementary.
- Resources (5 pts): Bring and share resource materials (books, pictures, videos etc) used in your preparation and presentation. These may contribute to a personal cultural resource portfolio.
- Preparation (5 pts): Participate equally in planning for your presentation. All group members are required to participate equally in the preparation and presentation. Non-participants in the planning will lose points. It is your responsibility to report non-participants to the professor. Plan before presentation so you are not in front of the class debating or deciding what to say and who should say what. *Remember; inadequate preparation leads to poor presentation which leads to loss of points.*

For PowerPoint presentation, please project only outline or important facts that you are going to talk about. Keep your notes off the overhead. Also, do not read to us from the textbook except where a direct quote is necessary.

*Please note that the professor will be teaching and explaining during your presentations thus resulting in some interruptions.*

## 3. INTERCULTURAL EXPERIENCE PAPER. (30 pts. 2-3 pages)

Experience cultural diversity first hand by attending an event of a subculture different from your own (*getting out of your comfort zone*). This is to supplement the theoretical material with actual personal experience involving people and events from various cultures or subcultures e.g. ethnicity, religion, race, language and other salient (conspicuous) social identities (Pow wow, fiesta, etc.)

Include the following in your paper: (20 pts)

- What event you attended or experienced.
- Your experiences in the environment : what was the general behavior, did you blend in or felt isolated,

was it a positive or negative experience, were you self-conscious, what was your comfort and/or fear level, what was a cultural shock for you, was there a 'wow' moment for you, etc. and possible explanations for them.

- Explain any attempts you made to be comfortable, to fit in, or to cultivate a relationship within this diverse cultural setting. How successful were you and what were the outcomes?

4. **SHARING.** Sharing of intercultural experiences in class at a scheduled time on calendar. (10 pts).

**CAUTION.** You are responsible for your safety wherever you decide to go or whatever activities you engage in for this assignment. Choose a safe event at a safe location and at a safe time as the professor, the College of Teacher Education and Leadership, and /or ASU will not be responsible / liable for any consequences of your choice of event or venue. Where appropriate and if possible, some class time may be allocated for this assignment.

5. **EXAMS.** (85 pts Midterm 40 & Finals 45). Mixed exams based on topics of reading and discussions.

6. **PROFESSIONALISM AND PARTICIPATION (15 pts.)**

Discretionary points will be awarded by this professor for such behaviors as being considerate, courteous, and respectful of others and their opinions. Other general professional attitudes and behaviors include paying attention in class, active participation in class activities, attendance, and punctuality. Signs of non-professionalism include not notifying professor of absences, inattentiveness, unnecessary distractions, disruptive small private conversations, non-constructive comments, and lack of interest in class activities.

**\*Rubric for Signature Assignment:**

Assignment	Designated Points		
Information for discussion (Based on outline)	25 Vital Information presented. Presentation was clear. Good prep.	10 Lacking some vital information. Presentation not very clear.	5 Lacking vital information. Presentation not clear. Lacks adequate preparation
Outline (Main points for presentation and discussion)	20 Fully reflective of presentation. Well done. Five websites, five journal list.	5 Not fully reflective of presentation. Flimsy. Number of websites, number journal list.	0 No outline 0 No websites, no journal list.
Complimentary Video	10 Very reflective of topic. Closure	3 Not very reflective of topic. No closure	0 No video
Resource Materials beyond text. (Display in classroom)	5 5 or more materials	4-3-2-1 Based on number of materials.	0 No resource materials
Group Planning (Per participant)	5 Full and adequate participation.	2 Partial and Inadequate participation.	0 No participation

**Grading**

For this particular course, apart from exams and quizzes, papers will be evaluated as "acceptable" with full points or "unacceptable" with one redo and partial points.

For written assignments, the professor will interpret, understand, and evaluate what you submit. Be very clear and specific with what you mean or intend to convey. The professor will not accept verbal explanation of what you intended to communicate after your written assignment has been graded.

Assignments will be graded on both content and language usage. All assignments should be checked for spelling, sentence construction, grammatical errors, and clarity. You are responsible for editing your paper before submitting. Not complying with these stipulations will result in loss of points, and the professor will not be obligated to read assignments beyond the first page.

All submitted written assignments should be titled, dated, and of college quality and appearance. They must be typed on white paper, double-spaced, and in not more than 12-point font.

#### **Grading Scale (15 point spread)**

A =185 – 200      B = 169 – 184      C =153 – 168      D =137 – 152      E =121 – 136

#### **COURSE / INSTRUCTOR EVALUATION**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>.

#### **UNIVERSITY/COLLEGE OF TEACHER EDUCATION AND LEADERSHIP (CTEL) POLICIES:**

You are responsible for everything covered and assigned in class. This includes all readings and other assignments. You are expected to come to class fully prepared to actively participate in discussions. Full preparation includes prior reading of assignments in the topic area of discussion, preparing for presentations before coming to class, and handing in any assignments on time.

- **Professional Behavior**

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may complete a Professional Improvement Plan (PIP) for the student.

- **Attendance, Participation, and Grades**

Because of the participatory nature of this class and approach to the course, attendance is very crucial. Regular attendance is expected of you. It is your responsibility to sign the daily attendance and to obtain any handouts or information/instructions given in class. Get notes and instructions from your class mates.

More than four absences without legitimate reasons within the semester will result in a grade drop. It may also result in a referral to the division director for a Professional Improvement Plan (PIP). Attendance is not just sit-time and occupying space in the classroom but participation in the subject matter at hand. Your professor is very strict on attendance.

Punctuality is a requirement like in any job. Classes start on time. Lateness to classes and leaving classes before the end of period without prior notice to the professor may be recorded as an absent.

- **Late and Missing Assignments**

Assignments are to be completed and turned in on time. If late assignments are accepted based on valid reasons, and at the discretion of the professor, they will carry a penalty of either a grade drop or a 2 point drop per late day. Points are awarded in accordance with assignment requirements. NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE LAST DAY OF INSTRUCTIONS. Please remember that all assignments handed in become property of the university.

- **Academic Integrity/Plagiarism**

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL.  
[http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

- **Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is your responsibility to make the first contact with the DRC.

- **Religious Accommodations for Students**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- **Military Personnel Statement**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see

<http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

- **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result

in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221)

if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you

feel an ASU employee is harassing you based on any of the factors above.

- **Grade Appeals**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog>

- **Cell Phone Policy**

The faculty members in the College of Teacher Education and Leadership understand that students have busy lives with multiple professional and personal obligations. These obligations have resulted in a sharp increase in the use of cell phones and other communication devices. In this class, all cell phones and/or communication devices are to be turned off or placed on vibrate only during classes. Should an emergency occur that requires use of the cell phone or communication device, quietly exit the classroom completely prior to responding to the device.

- **Lap Top Use Policy**

Laptops are allowed for use in my class in connection with this course only, not for any personal or other course materials.

- **Electronic Communication**

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of

Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html> ) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

*By the rulings of the Family Education and Rights Privacy Act (FERPA), grades are not provided by phone, email, or fax. Also, any future request for letters of recommendations should be in person or writing, not by phone or email.*

**IT IS YOUR RESPONSIBILITY TO READ THE SYLLABUS THOROUGHLY AND IF NECESSARY ASK FOR CLARIFICATION.** Feel free to express any concerns, disagreements, etc that you may have regarding this syllabus. Otherwise I will assume that you have understood everything and you approve and accept this syllabus.

*Please note: Enjoyment of the course is not a qualification for an A or any passing grade.*

## Sample videos from Fletcher Library. (Preview others and add to list).

### Class / Socioeconomic Status.

Children of Poverty HV 741. C5361x  
Street Life HV .4506 .S2 S77x (Utah homeless experience)  
\*Inner City Vs Suburban Schools (School Funding) LC 212.2. I56x (Discussion with Kozol)

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### Ethnicity and Race.

Skin Deep (College Ss confront racism) HT 1521. S538x 1998 (53)  
A Class Divided (Jane Elliot) LB 1584. C5177x 1986 (57) (Eye of the storm. LB1584. E94x 1985)  
Skin Deep: the Science of Race. HT 1521. S5383 1995. (Dr. Suzuki. Race around the world)  
Diversity: Make a move HT 1521 . D584 1993

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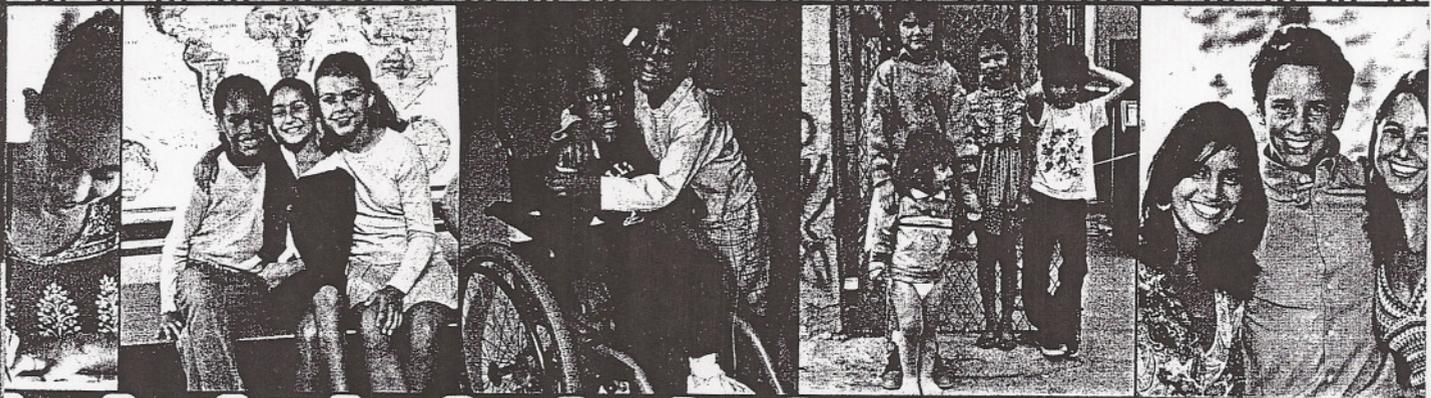
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EIGHTH EDITION

# Multicultural Education in a Pluralistic Society

PEARSON  
**myeducationlab**  
Where the Classroom Comes to Life



Donna M. Gollnick | Philip C. Chinn

DVD  
ENCLOSED

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