

**CHAMINADE UNIVERSITY OF HONOLULU**  
**ED652 MULTICULTURAL EDUCATION AND DIVERSITY**  
**WINTER 2010**

**INSTRUCTOR:** Erika Cravalho, M.A.  
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808-348-6290

**OFFICE HOURS:** By appointment

**TIME AND LOCATION:** Go to: <http://chaminade.ecollege.com>  
January 11, 2010- March 18, 2010

**ACCESS:** If you do not see your course listed or are having difficulty logging in, please contact Jon Nakasone at [jnakason@chaminade.edu](mailto:jnakason@chaminade.edu)

Posting of your signature assignment will be on LiveText: [www.livetext.com](http://www.livetext.com)

**CATALOG DESCRIPTION:** Exploration of issues relating to multiculturalism as they affect classroom and school cultures. Focus on developing sensitivity to all types of diversity for community building at local and global levels.

*Prerequisite: ED 600 and ED 601*

**PROGRAM OUTCOME:** The M.Ed. program will prepare graduate candidates who are able to apply practices, theory, leadership, research, and scholarship. In this class the successful candidate:

All 5 M.Ed. program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD**.

1. **(PRACTICE) demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;**
2. **(THEORY) is able to differentiate between and critique major theories currently driving the field as important empirical, historical, philosophical, and conceptual studies;**
3. (LEADERSHIP) applies reform-based practice characterized by caring, mutual respect, for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning and promotion of self-responsibility for learning;
4. (SCHOLARSHIP) demonstrates the ability to critique and analyze academic literature and research methodology; and
5. (COMMUNICATION) is able to compose academic prose for a variety of audiences including peers, professors, and the larger professional community.

**STUDENT LEARNING OUTCOMES:**

Student Learning Outcomes (SLO)	How will each outcome be achieved? (e.g. assignments, reading, lecture, fieldwork, etc.)
Describe and identify factors that result in current lifestyles, attitudes and behaviors as teachers; (HTSB Standards 2, 3, 4, 9, 10)	Personal identity paper, name poem, application paper, reflection paper, response paper, signature assignment

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Define and describe the major theoretical concepts and issues in multicultural education	Application paper, response paper
Identify, discuss and analyze the impact of culture on learning, (HTSB Standards 1, 2, 3, 4, 5)	Personal identity paper, application paper, reflection paper, response paper, signature assignment
Demonstrate knowledge of appropriate teaching strategies for preparing productive learning environments in a multicultural school setting (HTSB Standards 1, 2, 3, 4, 5, 7, 8, 10)	Personal identity paper, application paper, signature assignment

**REQUIRED TEXT:**

Bennett, C. I. (2007). *Comprehensive Multicultural Education: Theory and Practice*. (6<sup>th</sup> ed.), Boston: Allyn and Bacon. ISBN # 0-205-49213-4

Taylor, L. S. & Whittaker, C. R. (2003) *Bridging Multiple Worlds*. Boston: Pearson. ISBN# 0 321086694

Additional reading will be listed on eCollege.

**ACADEMIC REQUIREMENTS:**

Commitment: Student commitment is very important in this course. A 10% deduction will be made for the late submittal of any assignment. Students should notify the instructor in advance if assignments cannot be completed by the given deadlines. A zero will be given for any assignments not turned-in by the last class session.

Participation (10 x 4 pts)	40 points
Name Poem	15 points
Application Paper (4 x 15 pts)	60 points
Reflection Paper (3 x 10 pts)	30 points
Personal Identity Paper	25 points
Signature Assignment	35 points
- LiveText posting (30 pts)	
- eCollege posting (5 pts)	

**Attendance** Students are expected to log in several times each week to a Chaminade eCollege course and to participate in the weekly on-line discussions that relate to assigned readings and other topics. Assignments should be posted to eCollege under the correct weekly discussion (in Learning Group) by 11:59 p.m. on Monday of each week. The response papers should be posted to the correct weekly discussion (in Learning Group) by 11:59 p.m. on Thursday of each week.

In addition to writing and responding, students need to log into discussions that will assuredly take place as a result of reading each other's response, within your learning group.

**Assignments** **Learning Groups:** The instructor will place students into a learning group during the first week. Work done within this group will be part of your attendance and participation

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grade.

- Each learning group will have 4-6 members.
- The instructor will notify the students via email of their learning group (1, 2, 3, etc.).

Each Monday, students must go to the labeled folder in eCollege.

- Read the weekly message from the instructor, which will include the reading(s) upon which the application/reflection paper is for.
- Click on the tab of your group (for example, Group 1- Name Poem). This is where you will post your assignment and your response paper.
- Write your paper using word processing software. Spell check and grammar check your work please.
- Post your paper by clicking **Respond** for the message posted by the instructor, copying and pasting your work into the message box, and then clicking on **Post Response**.
- Wait 3 days. On Thursday, log into eCollege again.
- Everyone in the group should read each person's paper and respond to it within a single page response, as described below.

**Name Poem:** Create a name poem following the format of Choosing my Name by Puanani Burgess. You must use all of your names, including your last name. This self-identity assignment is to help give a greater understanding of self and cultural identity. A graphic organizer will also be provided, which can be used to assist in writing the poem. **Be sure to come up with a title for the poem.**

**Application Paper/Reflection Paper** Several reading assignments will be given during the course and written application or reflection for each will be submitted. The **application paper** should be 2-3 pages each and your **reflection paper** should be 1-2 pages each.

Work submitted should reflect graduate expectations in terms of scope, depth, writing mechanics, appearance, and APA style for citations within discussions and reference list. Students are advised to type their papers on the computer in a word processing program, spell check and grammar check their work, and then copy the text and past it into each week's discussion in the body of the message. Although eCollege can accept attached files, the instructor prefers that all students copy/paste their work for these application/reflection papers in to the body of the discussion message on eCollege. That way it will not matter if students are using different word processing software to write their papers.

Your assignment for each **application paper** is to relate the theories and/or concepts presented in the text to:

- Multicultural education and diversity
- Application of these concepts/ideas in your educational setting
- Citations from the respective text will be used in each paper to strengthen your rationale and application

The **reflection paper** will be assigned for you to share your personal ideas and experience with the rest of the class.

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**Due on MONDAYS by 11:59 p.m. Hawaii time**

**Response Papers:** Students will participate in discussions related to assigned reading. Students are to post their responses to their learning group's application/reflection papers where noted in eCollege. All students are expected to log into eCollege twice a week to read each other's work and to respond to each other's papers. A response paper is expected to be at least one page in length with a **robust** paragraph in response to each member of the group. An example of the format is below. The student responding will type his or her name at the beginning of the response. That will be followed by separate paragraphs beginning with the group member's name the student is responding to. This means that all group members must take every effort to post their application/reflection papers on time. This will assure all group members will have ample time to read and then respond to each of the group members in this manner.

Refer to the sample response paper below:

Your Name- response to group #

Student A: xx  
xx  
xx

Student B: xx  
xx  
xx

Student C: xx  
xx  
xx

Student D: xx  
xx  
xx

Note: The xxx represents the text the responding group member types in. The Student A, Student B, Student C, Student D, etc represent where the responding group member types in the name of the group member he or she is responding to. Each group member has to respond to each of the group members, in the format shown above.

**Due on THURSDAYS by 11:59 P.M. Hawaii time**

**Personal Identity Paper with Elder Interview:** Each student will develop questions and conduct an interview with an elder from their cultural and ethnic reference group. The interview will be analyzed and written to reflect the wisdom and cultural norms of the elder.

- Students will reflect and research how the knowledge gained from the interview reflects on their own cultural values.
- Noting how this knowledge is important in teaching students from different and similar backgrounds, ethnic groups, and genders.

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This paper is to be written in expository form, 5-6 pages will be typewritten. The interview, appendices, bibliography are not included in the 5-6 pages. Citations must be utilized in the paper to strengthen your important points, feelings, and opinions. The APA Manual will be used for this paper.

**Signature Assignment:** This paper should focus on a particular culture or sub-culture and will support a teacher's ability to meet the needs of students who come from a cultural background that is different from own culture(s). Choose a culture or sub-culture that does or will appear in your educational setting and one that you wish to learn more about.

The paper must include the following:

- The history AND percentage of the group in the state as well as in public school settings. Do not include numbers for the mainland United States. We are focusing on groups in Hawaii.
- Use of language, time, and space in the group.
- Barriers to learning in the traditional American mainstream school setting.
- Traditional teaching styles of the group.
- Teaching styles and pedagogy that shows promise in working with the group, as well as some practices that do not appear useful, especially with reference to assessment practices.
- Personal experience with the group.

The paper must be written in APA style including the formatting, title page, citation, correct pagination, and references. Do not include an abstract. This paper must be 12-15 pages.

The PowerPoint slideshow should be prepared for a community audience of parents and other teachers with a minimum of 7-10 slides.

**Grading Scale** The point value of assignments and participation is 200. Letter grades are based on the following system:

180-200	=	A
160-179	=	B

A grade of C or below will not be credited toward a graduate degree and the student will have to repeat the course.

**UNIVERSITY  
POLICIES:**

**Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:**

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating,

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**Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The student and the instructor must discuss and sign the incomplete contract. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.**

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

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**WEEKLY CLASS SCHEDULE: READING AND ASSIGNMENTS**

Assignments are to be posted to eCollege by 11:59 P.M. on Monday of each week that the class meets. Response papers are due to be posted to eCollege by 11:59 P.M. on Thursday of each week that the class meets. Syllabus may be adjusted to meet the needs of the class.

**Week 1 Part 1: Introduction**

Email your name, phone number, and email address to the instructor via eCollege. Title your email Your Name- Contact Information. **Due Thursday 1/14/10**

**Week 1 Part 2: Introduction**

Post your introduction in the discussion tab entitled "Introductions." All introductions should be placed in the same folder for this week. Within your introduction, include the following:

- Name
- Where you live
- Your teaching experience, include where and what you are currently teaching if applicable.
- Where you are in the Chaminade program, including your emphasis
- What you enjoy doing when not working or working on Chaminade
- What ethnicity do you identify with and why.

I would also like you to attach a picture of yourself, your family, or students. **Due Thursday 1/14/10**

Note: Responses are not required this week.

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**Week 2 Part 1: Oral History and Cultural Wisdom**

Create a Name Poem, using your entire name (including last name) using the format of *Choosing My Name* by Puanani Burgess and post it to eCollege. **Due Monday 1/18/10**

**Week 2 Part 2: Oral History and Cultural Wisdom**

Borrow the movie *Rabbit-Proof Fence* and write a reflection on the effects decolonization on the aborigine people in Australia. Post your reflection to eCollege. **Due Monday 1/18/10**

Log on to eCollege and post your response paper. **Due Thursday 1/21/10**

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**Week 3: Educational Statistics**

Read *Bridging Multiple Worlds* Chapter 2 and assigned reading from *Ka Huaka'i*. Write a reflection paper about the national and state education statistics and the effects they have in your classroom. Post your reflection on eCollege. **Due Monday 1/25/10**

Log on to eCollege and post your response paper. **Due Thursday 1/28/10**

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**Week 4: Multicultural Education and Diversity**

Read *Comprehensive Multicultural Education: Theory and Practice* Chap 1-2 and *Bridging Multiple Worlds* Chap 2 and write an application paper about multicultural education and diversity. Post your application paper on eCollege. **Due Monday 2/1/10**

Log on to eCollege and post your response paper. **Due Thursday 2/4/10**

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**Week 5: Race and Racism**

Read *Comprehensive Multicultural Education: Theory and Practice* Chap 3 and *Bridging Multiple Worlds* Chap 6 and write a reflection paper about race and racism and the effects this has had on you in your personal life. Post your reflection paper on eCollege. **Due Monday 2/8/10**

Log on to eCollege and post your response paper. **Due Thursday 2/11/10**

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**Week 6: Ethnicity**

Read *Comprehensive Multicultural Education: Theory and Practice* Chap 4-6.

Post your personal identity paper with elder interview in eCollege. **Due Monday 2/15/10**

Log on to eCollege and post your response paper. **Due Thursday 2/19/09**

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**Week 7: Culture and Language**

Read *Bridging Multiple Worlds* Chap 7 and additional reading assigned. Write an application paper about culture and language. Post your application paper on eCollege. **Due Monday 2/22/10**

Log on to eCollege and post your response paper. **Due Thursday 2/25/10**

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**Week 8: Social Class, Gender, and Exceptionalities**

Read *Comprehensive Multicultural Education: Theory and Practice* Chap 7. Write an application paper about social class, gender, and exceptionalities. Post your application paper on eCollege. **Due Monday 3/1/10**

Log on to eCollege and post your response paper. **Due Thursday 3/4/10**

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**Week 9: School Reform**

Read *Comprehensive Multicultural Education: Theory and Practice* Chap 8. Write an application paper about how you can be a change agent in regards to multicultural education and school reform. Post your application paper on eCollege. **Due Monday 3/8/10**

Log on to eCollege and post your response paper. **Due Thursday 3/11/10**

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**Week 10: Curriculum and Instruction**

Read *Comprehensive Multicultural Education: Theory and Practice* Chap 9.

Post your signature assignment and PowerPoint in LiveText. Post your PowerPoint in eCollege for your group to view. **Note there are two parts this week. Due Monday 3/15/10**

Log on to eCollege and post your response paper. **Due Thursday 3/18/10**

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**All late work must be turned in by Thursday, March 18, 2010 at 11:59 p.m. Hawaii Time**