

(7/11/05)

A. COURSE TITLE: ASTL 5340 CULTURAL DIVERSITY: APPLICATIONS FOR CLASSROOMS AND WORKPLACES

B. CATALOG DESCRIPTION:

This course is an advanced study of contemporary issues and challenges associated with structuring the classroom and workplace to address the affective and cognitive needs of a linguistically and culturally diverse population.

C. PURPOSE OF COURSE:

This course is intended to provide a setting in which graduate candidates participate as members of a learning community in the analysis of teaching and training practices related to people of other cultures. This course will assist teachers and trainers in developing knowledge and awareness of students from different language and cultural perspectives, and prepare them to respect and address those differences in the academic classroom and the workplace.

D. REQUIRED TEXT:

Student-selected articles related to cultural diversity issues.

E. CONCEPTUAL FRAMEWORK: “Educators as Reflective Decision-Makers”

Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives, business leaders and members of the community share a vision for the Professional Education Unit (PEU) at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates’ abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates’ acquisition of reflective decision-making skills through self-understanding, course work, and internship experiences.

How does “Teaching People of Other Cultures” address the PEU’s Conceptual Framework vision of preparing educators as reflective decision-makers?

The Master of Science in Training Systems prepares for advanced professional practice in four specialized tracks of Business and Marketing Technology, Adult Education, Training and Development, and Educational Technology. Because the systems approach is taken to educate four groups, a common set of knowledge,

dispositions, and attitudes has been delineated for students to possess and to enhance their skills as reflective decision-makers. Degree candidates will gain knowledge and awareness that many learners have specialized needs and diverse cultural backgrounds that must be considered before learning is maximized. They will be prepared to use technology for instructional purposes. Specific program evaluation procedures for each of the specialized tracks are outlined in the university approved “Assessment Procedures and Criteria” for Master of Science in Training Systems. Two of the Master of Science in Training Systems Goals relate directly to “Teaching People of Other Cultures. These goals are:

Graduate candidates will design and use instructional procedures and pedagogies to manage a productive learning environment.

Graduate candidates will work collaboratively with all students to support learning and well-being.

F. USE OF TECHNOLOGY:

Graduate candidates will gather information and resources related to educational issues from the Internet. Such websites as Managing Diversity (<http://www.jalmc.org/mg-diver.htm>), Teaching Tolerance (www.teachingtolerance.org), The Human Resources Learning Center (<http://www.human-resources.org/Default.htm>) will be suggested. Candidates will also research the ERIC database (<http://www.eric.ed.gov/>) for professional articles. They will be encouraged to communicate with the instructor and each other via electronic mail.

G. DIVERSITY:

The entire course focuses on diversity. Teacher/trainer candidates will be provided opportunities through direct instruction, peer-instruction, seminar discussion, research, and reflection to develop the knowledge, skills, and dispositions required for providing effective instruction based upon the diverse learning needs of all students/workers. Emphasis will be placed upon recognition and respect for differences. In addition, guest speakers from various educational/work settings and cultural backgrounds will be incorporated into the class sessions.

H. COURSE OBJECTIVES:

Upon completion of the course, the candidates will be able to:

1. Formulate a rationale for creating classroom/work environments that accommodate linguistic and cultural diversity.
2. Assess personal readiness for teaching/training in linguistically and culturally diverse classrooms/workplaces.

3. Identify and create alternative strategies for managing linguistically and culturally diverse classrooms/workplaces.
4. Explore methods and practices for interacting with linguistically and culturally diverse parents, families, and employees.

I. COURSE OUTLINE:

Specific areas of study will depend upon topics self-selected by students and based on research project interest. Selections will be based upon the candidates' educational backgrounds and experiences. Common topics will include the following:

- A. Managing Diversity in the Classroom / Workplace
- B. Preparing for Change
- C. Action Plans for Cultural Change
- D. Strategies for Organization
- E. Multilingual Classrooms / Workplaces
- F. Student Diversity
- G. Cultural Processes
- H. Language Processes
- I. Classroom Processes
- J. Assessment and Evaluation
- K. Legal Responsibilities

J. FIELD EXPERIENCE REQUIREMENTS:

N/A

K. COURSE EVALUATION:

Evaluation of candidates will be based upon the following components:

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| 1. Article reading guides (4 @ 25 points each) | 100 points |
| 2. Posting and Responding to Discussion Board (5 @20) | 100 points |
| 3. Current events article reading guides (4 @ 12.5 points) | 50 points |
| 4. Research paper (1 @ 150 points) | 150 points |
| 5. Research paper presentation (1 @ 50 points) | 50 points |
| 6. Final Exam (1 @ 50 points) | 50 points |

GRADING SCALE:

A total of 500 points can be earned during the course. Grades will be calculated using the following scale: 500 – 450 = A; 449 – 400 = B; 399 – 350 = C; 349 – 300 = D; Below 299 = F

Late work will be penalized by deducting 20 percent of the assigned point value for each day late.

L. ATTENDANCE POLICY:

Candidates are expected to be present, prompt, and prepared. They are expected to attend all class meetings. For unavoidable absences, proper notification is expected as well as plans to make up any work missed. Candidates should note the university's drop and withdrawal policies that include notification of the registrar's office. Make-up exams/work will be scheduled at the discretion of the instructor.

M. STUDENT HANDBOOK POLICY:

Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic uses as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties – failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to all requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3135. Instructors should be notified the first day of class.

N. BIBLIOGRAPHY:

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Delpit, L. (1995). *Other people's children*. New York: New Press.

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- Martin-Kniep, G. (2000). *Becoming a better teacher: Eight innovations that work*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Redman, G.L. (1999). *A casebook for exploring diversity in K-12 classrooms*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Sollors, W. (Ed.). (1998). *Multilingual America: Transnational, ethnicity, and the languages of American literature*. New York, NY: New York University Press.
- Spring, J. (2000). *The intersection of cultures: Multicultural education in the United States and the global economy (2nd ed.)*. Boston Burr Ridge, IL: McGraw-Hill Higher Education.