

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

I. COURSE NAME AND NUMBER: EDUC 3013 Cultural Foundations

EDUC 3013

Credit Hours: 3

Dr. Jennifer Holloway

Office: HH 242

Phone: 343-7971

Classroom: As assigned

Office Hours: As posted

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II. COURSE DESCRIPTION:

A survey of the development of education in the United States with emphasis on the influence of culture on educational theory and practice. Both philosophies and practices historically dominant in education in the United States and perspectives arising from cultural diversity will be explored.

III. CONCEPTUAL FRAMEWORK:



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators, who can successfully work with diverse students.

Educators who are COMPETENT value the subject matter they teach, appreciate multiple teaching strategies, and use fair and consistent practices. Educators who are CARING exhibit a belief that all students can learn, demonstrate strong interpersonal skills, and are sensitive to student needs. Educators who are

COMMITTED are reflective, lifelong learners who demonstrate professionalism and are dedicated to the profession of teaching.

IV. SPECIFIC LEARNING OBJECTIVES:

The following objectives are aligned with the Association for Childhood Education International Standards (ACEI) and Oklahoma State Department of Education General Competencies for Licensure and Certification.

ACEI Standard 3.1 Integrating and applying knowledge for instruction

Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

ACEI Standard 3.2 Adaptation to diverse students

Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

ACEI Standard 5.1 Professional growth, reflection and evaluation

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

ACEI Standard 5.2 Collaboration

Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well – being of children.

OK Standard 3

The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

OK Standard 9

The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

OK Standard 10

The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.

OK Standard 12

The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change leading to greater student learning and development.

The successful student will be able to identify and explain:

1. the origin of significant educational practices.(ACEI 5.1)

2. the contributions of major figures in educational history. (ACEI 5.1)
3. the major tenets of the schools of educational philosophy most significant in shaping educational practice in the United States today.(ACEI 5.1)
4. links between educational theory and practice in the United States and theory and practice in other parts of the world. (ACEI 5.1)
5. the variations in educational practice and opportunity resulting from culture, ethnicity, social class, ability, age, and gender.(ACEI 3.2) (OK 3)
6. the links between educational philosophy and practice and the history, philosophy, and sociology of the broader culture. (ACEI 5.1)
7. his or her own cultural identity and implications of his or her cultural identity for working with children and families who differ from himself/herself. (ACEI 3.2, 5.2)
8. resources for learning about or engaging with a socio-cultural group different from his or her own. (ACEI 3.1, 3.2, 5.2) (OK 3, 9, 10, 12)

V. TEACHING STRATEGIES:

The methods of instruction in this class will consist of the following components: Whole and small group discussions, group and individual presentations and projects, textbook review, journal writing, in-class and out-of-class reading assignments, and lecture with the use of audio-visual equipment, including news-clips and short videos.

VI. ACTIVITIES, REQUIREMENTS, ASSIGNMENTS:

The student is responsible for all information in the assigned chapters of the textbook and for all information presented in class. The student is also expected to be a contributing member of our class community. Therefore, you are expected to actively participate in class discussions and activities. Students will complete the following assignments:

1. Students will write a 2 - 3 page philosophy of education paper (rubric given) to be used in their portfolio (Preface Section) citing at least 2 references and using correct APA format.
2. Students will write a cultural identity paper (rubric given) to be used in their portfolio.
3. Students will conduct research on a particular pioneer in the field of education, write a research paper over this person, and present the background and contributions of this pioneer to the class (rubric given).
4. Students will keep a journal of writing from prompts given in class and will respond to each prompt based on class discussions, information given, their personal experiences, and their opinions relating to the journal topic.
5. Students will work collaboratively in groups to present information on a topic of diversity with a small class presentation. Information presented will include a connection to one or more of the 5 philosophies learned in the course:

Essentialism, Perennialism, Progressivism, Social Reconstructionism, and Existentialism.

6. Students will critically review 6 different multicultural education websites and report on them using narrative writing (rubric given).
7. There will be 3 exams in this course: History & philosophy of education, Multicultural education, and a final exam

The student is responsible for his/her work. Copying, plagiarism, or other forms of academic dishonesty are not acceptable behaviors. If a student engages in any form of academic dishonesty, action will be taken in accordance with the university policy (see Student Handbook).

VII. TEXTBOOK:

Gollnick, D.M. and Chinn, P.C. (2006). *Multicultural education in a pluralistic society* (7th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

VIII. EVALUATION/GRADING

Philosophy of Education	50 points
Website Reviews	25 points
Diversity Presentation	40 points
Cultural Identity Paper	25 points
Research Paper/Presentation	40 points
Journal Assignment #1	30 points
Journal Assignment # 2	20 points
Journal Assignment # 3	20 points
Journal Assignment # 4	30 points
History & Philosophy of Ed. Exam	100 points
Multicultural Education Exam	100 points
Final Exam	100 points

Total Possible Points	580 points
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Course grades will be based on total points earned.

A = 580 - 522 points	D = 405 - 348 points
B = 521 – 464 points	F = 347 or fewer points
C = 463 – 406 points	

Penalties for late work:

Late work is unacceptable in the professional field of teaching and the professor's expectation is that all assignments are due at the beginning of the class period in which they are scheduled to be due. Students who turn assignments in late will receive no

credit for that work.

IX. ATTENDANCE/WITHDRAWAL POLICY:

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of "W" in such a circumstance.

Penalties for absences: Due to the interactive nature of this course it is imperative that students attend class regularly. Students cannot participate in class discussions and activities if they are not present; therefore, students who miss more than two classes will have their final grade lowered by one letter.

Important Dates:

Last date to enroll or add a class.....October 22, 2007
Last date for full refund.....November 26, 2007
Last date to drop without an entry on transcript.....November 26, 2007
Last date to withdraw with an automatic 'W'December 3, 2007

X. COURSE OUTLINE AND SCHEDULE:

Week One, Oct. 22 – Oct. 26

Introductions, Review of Syllabus
Review of Portfolio Assignments/Rubrics
History and Philosophy of Education
Journal Assignments #1 and #2
Cultural Identity Paper
Chapter 1: Foundations of Multicultural Education
Chapter 3: Ethnicity and Race
Exam 1

Week Two, Oct. 29 – Nov. 2

Chapter 4: Gender
Chapter 2: Class
Research Paper/Presentations
Multicultural Education Website Reviews
Journal Assignment #3
Exam 2

Week Three, Nov. 5 – Nov. 9

Chapter 5: Exceptionality
Chapter 8: Age
Journal Assignment #4
Group Diversity Presentations

Philosophy of Education Paper
Final Exam

The above calendar is EXTREMELY TENTATIVE. Changes may be made by the professor, as necessary, in order to best meet class instructional needs.

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler, Room 314.

XI. BIBLIOGRAPHY:

- Banks, J. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching* (4th ed.). Boston, MA: Allyn and Bacon.
- Gutek, G. L. (2005). *Historical and philosophical foundations of education: A Biographical introduction* (4th ed.). New York, NY: Merrill.
- Nelson, J.L., Palonsky, S.B., & McCarty, M.R. (2004). *Critical issues in education: Dialogues and dialectics* (5th ed.). Boston, MA: McGraw Hill.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.). Boston: Pearson.
- Oakes, J. & Lipton, M. (2003). *Teaching to change the world* (2nd ed.) Boston, MA: McGraw Hill.
- Ramirez, L. & Gallardo, O.M. (2001). *Portraits of teachers in multicultural settings: A critical literacy approach*. Boston, MA: Allyn and Bacon.
- Ramirez, L. L. (2006). *Voices of diversity: Stories, activities, and resources for the multicultural classroom*. Upper Saddle River, NJ: Merrill Hall.
- Redman, G. L. (2003). *A casebook for exploring diversity* (2nd ed.). Upper Saddle River, NJ: Merrill Hall.