

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	EDU 280
<b>Title</b>	<b>VALUING CULTURAL DIVERSITY</b>
<b>Credits</b>	3 Credit Hours
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	Online
<b>Office Hours</b>	
<b>Prerequisites</b>	
<b>Course Description (Course Introduction)</b>	Per University of Nevada, Las Vegas course catalog, this course introduces preservice educators and other professionals to micro cultures, which may include class, ethnicity, gender, exceptionalities, religion, language and age. Culturally appropriate pedagogical practices, dimensions of multicultural education, and educational implications of diversity are emphasized.
<b>SPA Standards Addressed: Standard Domain Areas Addressed in this Course</b>  <b>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance,</b>	

<p><b>essential knowledge, and critical dispositions</b></p>	
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**University Undergraduate Learning Outcomes (UULOs) Covered:**

**Inquiry and Critical Thinking**

Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Specific outcomes for all students include:

1. Identify problems, articulate questions or hypotheses, and determine the need for information.
2. Access and collect the needed information from appropriate primary and secondary sources.
3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context, and then draw conclusions.
4. Recognize the complexity of problems, and identify different perspectives from which problems and questions can be viewed.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations.

**Communication**

Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession. Specific outcomes for all students include:

1. Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
2. Effectively use the common genres and conventions for writing within a particular discipline or profession.
3. Prepare and deliver effective oral presentations.
4. Collaborate effectively with others to share information, solve problems, or complete tasks.

5. Produce effective visuals using different media.
6. Apply the up-to-date technologies commonly used to research and communicate within one's field.

### **Global/Multicultural Knowledge and Awareness**

Graduates will have developed knowledge of global and multicultural societies, and an awareness of their place in and effect on them. Specific outcomes for all students include:

1. Demonstrate knowledge of the history, philosophy, arts, and geography of world cultures.
2. Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality; both in American and international contexts.
3. Apply the concept of social justice.
4. Demonstrate familiarity with a non-native language, or experience living in a different culture.
5. Function effectively in diverse groups.
6. Demonstrate awareness of one's own place in and effect on the world.

### **Course Objectives**

This course is specifically designed to assist prospective classroom teachers and other cross disciplines in understanding the value of multicultural education. This is not a workshop skills class. You will not find exercises that you can use to teach students in the classroom. Rather, this class is designed for you to increase self-awareness, become conscious of your own biases, and serve as a research course for you to identify historic and contemporary social reasons for oppression and discrimination related to gender, racism, and prejudice. The goal is for you to question the “traditional” ways you have learned to think about things.

This course is designed with an emphasis on critical thinking. Through self-reflection, you will engage in central questions such as:

1. What pre-existing attitudes and beliefs do I hold about myself, others around me, and the world as a whole?
2. How can I think critically about my own conceptions of diversity?
3. How can I think critically about my own personal experiences with privilege and marginalization?
4. What kinds of personal and/or professional transformation might I need to embrace in order to become a better teacher of all children?
5. What is the role of schools in promoting and sustaining equality and equity in our society?
6. Why is it important for teachers to think deeply about these issues?

### **Course Expectations**

Prospective professionals should understand the importance of developing a nurturing classroom environment where all can learn regardless of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Students should always refer to student-created class rules and online etiquette for appropriate modes of behavior. You may criticize an idea, but refrain from outburst, use of abusive, insulting, and/or profane language directed at a classmate, the class, or the instructor. With a focus on critical thinking, we will engage in “purposeful divergence” using evidence and analysis to back up arguments, instead of just depending on common wisdom.

### Required Course Materials

- Textbook Name/Edition: *Multicultural Education: Issues and Perspectives (Eighth Edition)*
  - Author(s): Banks, J. A. & McGee Banks, C. A.
  - Publisher: Wiley
  - Publication Year: 2013
  - ISBN: 9781118455272
  
- Textbook Name/Edition: *We Can't Teach What We Don't Know: White Teachers, Multicultural Schools (Second Edition)*
  - Author(s): Howard, G.
  - Publisher: Teachers College Press
  - Publication Year: 2006
  - ISBN: 9780807746653

**\*\*\*You can also pick a used edition or any other cost effective copy. Be very sure that the contents are in complete sync. Any missing information in the copy picked by the student is solely the student’s responsibility.**

### Articles (Posted to WebCampus):

McGee Banks, C. A., & Banks, J. A. (1995, Summer). Equity pedagogy: An essential component of multicultural education. *Theory Into Practice* 34(3), 152-158. Retrieved from: [http://www.unco.edu/cebs/diversity/pdfs/Banks\\_Equity%20Pedagogy\\_An%20Essential%20Component%20of%20Multicultural%20Education.pdf](http://www.unco.edu/cebs/diversity/pdfs/Banks_Equity%20Pedagogy_An%20Essential%20Component%20of%20Multicultural%20Education.pdf)

Gorski, P. C. (2010). So you think you’re anti-racist? Six shifts of consciousness for well-intentioned white folks. Retrieved from: [http://www.edchange.org/handouts/paradigmshifts\\_race.pdf](http://www.edchange.org/handouts/paradigmshifts_race.pdf)

McIntosh, P. (1989, July/August) White Privilege: Unpacking the Invisible Knapsack.

*Peace and Freedom Magazine* (pp. 10-12). A publication of the Women's International League for Peace and Freedom, Philadelphia, PA. Retrieved from:

[http://nationalseedproject.org/images/documents/Knapsack\\_plus\\_NotesPeggy\\_McIntosh.pdf](http://nationalseedproject.org/images/documents/Knapsack_plus_NotesPeggy_McIntosh.pdf)

## Computer Access

Students enrolled in this course will be using technologies in WebCampus. Students need to be sure they have access to:

- *High speed Internet* at home or at UNLV. We will be watching videos, listening to voice memos, and downloading some large files.
- *Speakers*: most computers come with these built-in, but you may wish to invest in a headset with microphone included.
- *Microsoft Office*: You need to be able to open and edit Word, PowerPoint, and Excel documents. The only acceptable file types are .doc, .docx, .ppt, .pptx and .pdf.

## REQUIRED ASSIGNMENTS, PROJECTS, and GRADING

Each Sunday by 8:00 pm, the instructor will post a new learning module that will detail what is due that week and will provide links to the articles (when appropriate) and assignments. Students enrolled in this course will participate in class discussions and activities that are designed as formative assessments to check for comprehension and progression. **Written projects must be in APA style format, APA instructions and sample will be posted to Webcampus.** Assignments will be graded within a week, except as specified by instructor.

*For your protection, provide yourself with a backup copy by saving all assignments to a computer, your Google Drive, or a memory stick.*

### Late Assignments/Missed classes

There are no extensions for late assignments except in highly unusual circumstances. Students who experience difficulty in meeting the scheduled deadline should email the instructor **BEFORE (at least 48 hours)** the assignment is due, not on the due date. Notify the instructor at least 24 hours in advance if you have to miss class due to highly unusual circumstances. Students are responsible for getting caught up on assignments by the following week.

### Required Weekly Assignments (EARLY POSTING IS HIGHLY ENCOURAGED):

#### 1. Group Reading Responses (15 points each) consist of two parts:

- a) Students will work in groups and will be given different roles each week. Based on their role, students are required to post a 200-word (subject to change) response to their **Group Discussion Board** by 5pm on Wednesdays. *This part is NOT graded.* The

idea is to create a learning community where you get to know your peers' interests and ideologies.

- b) Your chosen or volunteer group's reporter will prepare a group summary (one per group required) of no less than 400 words based on all your responses to be posted to the **Reading Responses Discussion Board** on WebCampus by 11:59pm on Thursday. *Only the final summary will be graded and only those who participated will receive a grade based on the quality of the final summary.* See rubric for grading criteria. **The instructor will post detailed information for each reading response. Always follow the due dates and instructions indicated by the instructor within each module.**

## 2. Discussion/Activities Posts (15 points each)

Students are expected to participate in one discussion/activity per module. Activity responses must be 300 words (subject to change) and must be posted to the **Discussion/Activities Discussion Board** on WebCampus Saturday by 11:59 pm. When required, make sure you **respond to a classmate who has not received any replies** so that all have at least one reaction to their post. Late posts will not be counted for a grade. Discussions will serve as a place to reflect on theory and content.

**The instructor will post detailed information for each discussion/activity. Always follow the due dates indicated by the instructor within each module.**

### Online Postings Rubric (Non participation earns an automatic 0)

Criteria	Exemplary 5 points	Satisfactory 3 points	Unsatisfactory 2 points
<b>Quantity and Timeliness</b>	Submits response on or before the due date.	Submits 1 day late (with instructor's email approval).	Submits 2 days late (with instructor's email approval).
<b>Spelling and mechanics</b>	Submits posts that contain grammatically correct sentences without any spelling errors.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors.	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.
<b>Demonstrates knowledge and understanding of content and applicability to professional practice</b>	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.	Post(s) and responses show some evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.

### Weekly Time Line (Unless otherwise specified)

Monday-Wednesday:	Reading of the Chapter and Individual Reading Response for your group reporter, due Wednesday by 5 pm.
Thursday:	Group Reporter final summary due Thursday by 11:59 pm.
Friday-Saturday:	Discussion/Activity Post due Saturday by 11:59pm.
Sunday:	New Module Posted by Instructor at 8pm.

### MID TERM

There will NOT be a Midterm Exam

Your grade will be calculated as follows based on your cumulative scores:

- *Group participation* (15%)
- *Attendance* calculated by number of postings missed (15%)
- *Reading Responses* scores (35%)
- *Discussions & Activities* scores (35%)

### FINAL

There will NOT be a Final exam.

Your grade will be calculated as follows based on your cumulative scores:

- *Group participation* (10%)
- *Attendance* calculated by number of postings missed (10%)
- *Reading Responses* scores (20%)
- *Discussions & Activities* scores (20%)
- *Transformative Journey Reflection* (10%)
- *Equity Teaching Philosophy project* (30%)

### TRANSFORMATIVE JOURNEY REFLECTION – APA Format (20 points)

The week of finals, you will post a 2-page reflection titled **My Transformative Journey** critically describing your journey in this class. This is a deeply personal reflection. You are expected to take a self-critical approach regarding the transformation, or the lack thereof, of your beliefs and/or worldview in regards to class content. To ensure maximum success, pay close attention (and document) your growth from the beginning of the semester by keeping an informal journal stating your reactions to the materials and any “aha moments” you experience during the semester. Guidelines and rubric will be posted to the **Projects tab** on Webcams the week before finals.

### EQUITY TEACHING PHILOSOPHY (ETP) PROJECT – APA FORMAT (Total 50 points)

Students will be required to design an Equity Teaching Philosophy (ETP) project.

Detailed instructions will be posted to **Webcampus under the Projects tab**. Students are encouraged to visit this tab the first week to get familiar with the project expectations, requirements, and rubric.

Timeline of the ETP project is as follows:

- **Week 3:** Submit first draft to professor.
- **Week 4:** Receive feedback on first draft from professor, [identify peer reviewer](#) (this will be done in pairs, with peers reviewing each other's paper).
- **Week 5:** Submit second draft to peer reviewer.
- **Week 7** (one week *prior* to midterm): Return peer review of second draft (informal, 350-500 word type-written document to be submitted along with your partner's second draft) to peer reviewee (**second draft not graded**, peer review completion is noted by professor, any concerns about the quality of the peer review should be addressed to the professor by the reviewee via email or face- to-face by appointment).
- **Week 14** (last week of class): Submit third and final draft to professor (**endpoint assessment**); in-class, informal discussion of paper development process, including key differences between first, second, and third/final drafts, and experience of peer review process.

**Students must complete every assignment to pass the course, you can not simply choose to not do something and take the corresponding point reduction.**

#### **Grading Scale & Distribution**

<b>Letter Grade</b>	<b>Range</b>
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59% and below

## **SPECIAL NOTES**

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please

visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

### **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

### **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

### **Rebelmail**

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been

admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

### **Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:

<http://www.unlv.edu/registrar/calendars>.

### **Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.