UNIVERSITY OF NEVADA, LAS VEGAS
CIG 663-001: Multicultural Curriculum Transformation

LIMITED E-MEDIA DEVICE USE DURING CLASS
(See “Vox-E-Media” Article Posted in WebCampus)

Fall 2016
Meeting Days and Time: TBD
Classroom: TBD
Professor/Facilitator: Dr. Christine Clark
Teaching Assistant: TBD
Office Location: 346A CEB

Office Hours: Wednesdays 10 a.m.-3 p.m., immediately before and after class in the classroom, and by Appointment
Phones: 702.895.3888 office / 702.985.6979 cell
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https://webcampus.unlv.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_81_1

Course Overview: Background, Goals, Vision, and Objectives

Building off of smaller, shorter-term, collaborative “first-time” opportunities to take an existing course and revise it according to the goals and objectives of multicultural education applied in discipline-/topic-specific and academic/grade-level appropriate manners in CIG 660 and/or CIG 665, students in this course will undertake a comprehensive, semester-long, individual multicultural course transformation of a core (not elective) course that they have taught in the past, are currently teaching, and/or expect to teach in the near future. Students will learn multiple approaches to undertaking this transformation process, and are encouraged to develop their own, unique hybrid approach, drawing substantially on the extensive praxis (knowledge (literature/evidence-based research), critical reflection, and action (practice)) in the field, while adapting and e-x-t-e-n-d-i-n-g this praxis to their own teaching contexts. Minimally, students will be required to align their transformation work with Banks’ five dimensions of multicultural education: content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture and social structure. A focus on creating a classroom climate that is academically, socially, and culturally affirming to all students and their families through significant relationship building inside and outside (i.e., through parent/family involvement and community engagement) of the classroom and school will be foregrounded.

In this course, the terms syllabus, curriculum unit, etc., are used interchangeably. Students may choose a course structure (and related term) that is most closely aligned with their teaching context. Students are expected to think broadly (vision, aims) and at a detailed level (objectives, assignments) in undertaking their revision work.

In this course, the terms non-traditional, sociopolitically-located, critical, activist, etc. are used interchangeably to describe approaches/resources that consider relations of power in schools and society that impact teaching and learning.

**Differentiating Multicultural Curriculum Transformation (MCT), Multicultural Curriculum Development (MCD), and Multicultural Education (MCE)**

**Multicultural Curriculum Transformation (MCT)**—a process by which existing “traditional” curricula (Eurocentric, imbued with uncontested dominant discourses, etc.) are modified to equitably reflect “non-traditional” curricular considerations related to environment, relationships, content, pedagogy and evaluation in discipline-specific and grade level appropriate manners. Also describes the on-going modification of already modified curricula.

**Multicultural Curriculum Development (MCD)**—a process by which new curricula are created to equitably reflect the broad range of multicultural curricular considerations related to environment, relationships, content, pedagogy and evaluation in discipline-specific and grade level appropriate manners. Also describes the on-going creation of multicultural curricula.

**Multicultural Education (MCE)**—an academic discipline, generally situated within teacher education and/or curriculum and instruction, that critically:

1) documents—across the curriculum at all levels of instruction—what has been taught, how it is has been taught, in what contexts, by whom, for whom, and toward what ends;
2) contests the accuracy and completeness of what has been taught, as well as the efficacy of how it has been taught, where, by whom, and its effectiveness for all students;
establishes processes through which education can be enacted to interrupt and remediate educational inequities, and ensure educational success for all students, including through MCT and MCD.

Any course, regardless of content and/or grade level, etc., can be taught from a multicultural educational perspective, as distinguished from a course on multicultural education (though a course on multicultural education could be taught from a multicultural educational perspective, or not).

Statement on Perspective

This course, like all courses, has a point of entry into debate, something it wants to show you, a position, a perspective; it, like all courses, is not neutral or objective. Given this, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective. You will be assessed based on the quality of your scholarship in this course. If you articulate perspectives contrary to the course’s and support those perspectives with scholarship in accordance to the course learning expectations you will be academically successful in the course. If you articulate perspectives in concert with the course’s but do not support your perspectives with scholarship in accordance with course learning expectations, you will not be academically successful in the course. You will be challenged to produce good scholarship. Your perspectives will be interrogated and supported as is appropriate to the course perspective, but assessment is predicated upon good scholarship regardless of your individual and/or the course’s perspectives.

Required Texts

(Available from the University Bookstore or through Online sellers)

(copies of texts are on reserve at Lied library for in-library use)


Additional Formal Readings
(Posted on WebCampus)


Visual Media
(On Media Reserve at Lied library)


See Also “Additional Multicultural Curriculum Transformation Resources” below.

Learning Expectations/Methods of Evaluation

1. **Class Attendance and Participation—10% Individual Project**

   **Class Attendance Policy**

   You should be aware that the nature of learning in this course is cumulative (for example, understanding concepts discussed in the third class is to some degree contingent upon having attended the first and second classes). Therefore, it is crucial that you attend every class.

   If a class is missed due to illness or an emergency, you are personally responsible for acquiring all the information missed from other students. In so doing, it is strongly recommended that you consult more than one classmate as individual interpretations of the information may vary.

   You will sign a class attendance sheet at the beginning of each class. If you arrive to class late, you will sign a late class attendance sheet at the conclusion of each class. Class attendance points will be pro-rated when you arrive late.

   **Participation in Class Discussion and Activities**

   You are expected to participate in class discussion of all assigned readings, films/videos reviews, and any other assigned or impromptu activities (e.g., listserv discussions, role plays, simulations), as well as other students’ presentations as is appropriate.

2. **Assigned Reading—50% Individual & Pair/Trio Projects**

   Completion of Assigned Reading will be assessed through class participation, as well as the Reading Assignments delineated below. You should be prepared, and are expected, to participate in class discussion of all assigned readings.

   **Individual Reading Cards—33% (3%/Assignment, 11 Assignments Total)**

   Each week at the beginning of class, you will hand in one “MCT IDEA” card (on 4” x 6” note cards), with your name on it. On the card you will handwrite one idea for multicultural curriculum transformation that emerged for you in the process of completing each weekly reading assignment. At different points during the class period, I (Christine) will randomly select “ideas” for the class to discuss. If your idea card is selected, you may be asked to kick off the
discussion of your idea by articulating how you came to think of it in relationship to the reading and how you imagine applying in your teaching praxis. All cards will be reviewed, graded, and returned with comment. THINK CRITICALLY about how to communicate that you have completed and are engaged in the reading from the ideas you develop.

Pair/Trio Reading/Media Facilitations—17% (depending on course enrollment numbers)

For each reading assignment, and, where relevant, media/other assignments, student pairs (or trios depending on course enrollment numbers) will take responsibility for facilitating a 60-minute class dialogue on the assignment(s). Facilitations should be designed in such a way as to engage each member of the class in the dialogue, encouraging a wide range of perspectives about the reading. Facilitations should take advantage of the idea of “problem-posing” as conceptualized by Brazilian educator Paulo Freire—leaving the class with unresolved dichotomies, unresolved questions, lingering problematics, and enrap in continuing critical thought. Facilitations should also elicit from the rest of the class the reading assignment’s major themes in ways that deepen understanding of multicultural curriculum transformation—that is, they should “walk the talk” of MCT. BE CREATIVE! The facilitation must include equitable participation of both pair (all trio) members. There is no formal written component for this assignment, but students should develop and use some kind of an outline/organizational framework for their facilitations. Students will be graded on their facilitation to the extent that they:

- engage each member of the class in the dialogue;
- encourage a wide range of perspectives about the reading to emerge;
- use “problem-posing;”
- challenge the class with complex dichotomies, questions, problematics, and continuing critical reflection;
- elicit the course-relevant concerns expressed in the assignment chapters’/videos’ major themes;
- walk-the-talk of MCT; and,
- ARE CREATIVE!

3. Sociopolitically-Located Multiculturally Transformed Curriculum—40% Individual Project

Below are links to some “prepared” sociopolitically-located multicultural curriculum units for you to use as a beginning reference for the work you will do in multiculturally transforming your chosen course this semester:

http://www.tolerance.org/activities
http://www.rethinkingschools.org/activities/
http://zinnedproject.org/
http://civilrightsteaching.org/
http://www.teachingforchange.org/programs/parent-organizing-telling-stories

As iterated in the course description above, you will undertake a comprehensive, semester-long, individual multicultural course transformation of a core (not elective) course that you have taught in the past, are currently teaching, and/or expect to teach in the near future. You will draw from the multiple approaches to undertaking this transformation process that we discuss over the course of the semester (from the course texts, additional readings, as well as your additional independent investigation), and are encouraged to develop your own, unique hybrid approach, drawing substantially on the extensive praxis (knowledge (literature/evidence-based research), critical reflection, and action (practice)) in the field (again, from the course texts, additional readings, as well as your additional independent investigation), while adapting and e-x-t-e-n-d-i-n-g this praxis to your own teaching contexts. Minimally, you will be required to align your transformation work with Banks’ five dimensions of multicultural education: content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture and social structure. Further, a focus on creating a classroom climate that is academically, socially, and culturally affirming to all students and their families through significant relationship building inside and outside of the classroom and school (i.e., through parent/family involvement and community engagement) must be foregrounded in the transformed course curriculum. Additionally, you will undertake this transformation process in relationship to:

1) topic-specific, age-specific, school/community-specific multicultural curriculum content (content integration and knowledge construction);
2) varied topic-appropriate, age-appropriate multicultural teaching methods and assessment practices (equity pedagogy), that include meaningful attention to the arts (visual, performance, etc.), and that substantially consider the relationship between student learning and teaching effectiveness (prejudice reduction, empowering school culture and social structure);
3) progressive modifications and accommodations for students with varied special needs (all five dimensions);
4) progressive modifications and accommodations for students who are learning English as a second language (all five dimensions); and,
multiculturally sociopolitically-responsive integration of educational technology (all five dimensions, especially equity pedagogy).

You will use an array of research methodologies to robust support and justify your transformation process. These methodologies may include, but not be limited to:

1) the range of resources available through the university libraries—especially peer-reviewed scholarship in critical multicultural education—and the Internet (from critically reputable sources, including youth participatory action sources; explicate the criteria you use to determine the “critical reputability” of all the sources you use here and in 2-8 below);
2) interviews with college and/or university teacher education faculty, staff, students, and/or alumni and related resources;
3) PK-12 school faculty, staff, students, parents and/or community stakeholders (including activists), and related resources;
4) professional associations’, community-based organizations’, activist coalitions’, civic groups’ service providers and service consumers and related resources;
5) government personnel and related resources;
6) local, state, and federal court documents related to educational equity and/or diversity;
7) local, regional, and national media reports and other news sources; and,
8) any other sources you deem critically instructive/relevant.

Your transformation undertaking should be recounted in a 10-12-page paper to be handed in to me (Christine) the same day you present your undertaking work to the class. Both the paper and the class presentation should:

1) summarize your curriculum elements (including but not limited to 1-5 above);
2) discuss your transformation process;
3) discuss your transformation outcomes (including but not limited to 1-5 above);
4) integrate critical analysis of these elements with your reading of the course texts, the Banks, and Banks & Banks articles (especially Banks’ five dimensions of multicultural education), the additional formal readings (especially the Clark (curriculum) article) and visual media, and any additional resources consulted as a part of the transformation process;
5) succinctly describe and delineate your comprehensively transformed multicultural curriculum (especially articulating why it is now, in fact, a sociopolitically-located multicultural curriculum) using any format that you choose so long as it is sufficiently broad and detailed (see curriculum framework/outline ideas, below);
6) describe any “challenges” you perceive to implementing this curriculum in your current teaching content and strategies you have identified and plan to activate to enable you to negotiate, push through/past, resolve, etc., these challenges in order to meaningfully implement the curriculum;
7) succinctly delineate the class presentation component of your curriculum (what you will illustrate and/or demonstrate to the class as evidence of its transformation into a critical multicultural curriculum);
8) include, as is relevant, additional information in an appendix or appendices.

In most teaching and learning contexts, MCT includes a change in the course description to reflect the fact that the course is now being taught from a multicultural perspective. Because a course’s description serves as a legal contract between students/parents and the educational institution, once it is officially changed to reflect a multicultural perspective, it must, as a matter of policy, be taught in accordance with that perspective. So, ideally, pre-MCT you should seek to communicate with academic colleagues who also teach the course chosen for transformation to discuss the implications of the course description change, and to plan for and complete the process of officially changing the course description. To the extent possible, as is relevant to your MCT work, you should, as a part of that MCT work seek to steer your course description change through grade level, subject area, school, district, trustee, departmental, college, university, regent, and/or state level governance processes to approval (e.g., departmental vote, curriculum committee approval, senate ratification, etc.). Additionally, post-MCT you should seek to support and guide these colleagues who may also teach the multicultural transformed version of the course to ensure that they are able to implement it in accordance with the parameters set forth in the new course description directives (be they implied or explicated). Again, to the extent possible, as is relevant to your MCT work, you should also seek to serve as a school/departmental resource to support fellow teachers/faculty to undertake their own multicultural curriculum change activities.

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. The presentation should take about 30 minutes.
10-12 Page Paper

APA Format — Please refer to APA resources posted in the WebCampus interface for this course.

Running Head
Title Page
Margins/Page Numbers
Abstract
Bibliography Etc.

Organization — Please take advantage of the UNLV’s Academic Success Center’s writing support services.

Grammar
Sentence Structure
Syntax
Punctuation
Paragraphs
Development of Ideas
Flow of Ideas
Etc.

Introduction
Overview of Assignment/Summary of Curriculum Elements
Your Own, Unique Hybrid Approach to It
Based on Extensive Praxis in the Field E-X-T-E-N-D-E-D to Your Own Teaching Content

Research Process
Pre-MCT Core Course Choice
Rationale for Choice
Description of Methods for Securing Information for Project (Research Methodologies)
Integration of Required Curriculum Elements
Aligned with Banks’ Five Dimensions
Focused on the Creation of an Academically, Socially, and Culturally Affirming Classroom Climate
for All Students/Families Inside and Outside of the Classroom/School

Critical Analysis and Synthesis
Course Texts
Banks Article
Clark (Curriculum) Article
Additional Required Readings
Required Visual Media
Additional Materials Consulted in Independent Investigation

Results
Summary of MCT Outcomes
Description and Delineation of Comprehensively Transformed Multicultural Curriculum (Post-MCT Course)
Why is it now a sociopolitically-located multiculturally transformed curriculum?
Description of Perceived Implementation “Challenges”
Description of Strategies Identified for Resolving “Challenges”
Delineation of Class Presentation Component

Conclusion
Summary of Learning
Critical Insights Gained
Further Implications for MCT

Appendices
Additional Information

30 Minute Class Presentation

Structure
Well Organized / Articulated
Presentation Flows Presentation is Interesting — Walks-the-Talk of MCT
Effective Use of Hand-Outs / Visual Aids
Agenda
Outline of Key Points
Creative Illustrations of Key Points
Use of Educational Technology

Content of Presentation
Discussion of Pre-MCT Core Course Choice
Overview of Research Process Undertaken to Realize MCT (Post-MCT Course)
Creative Illustration of Results (e.g., Simulation of Some Aspect of the Curriculum)

Participation
Presentation Illustrates / Encourages Peer Critical Thought and Dialogue
Criterion for Evaluation and Grading

You will be evaluated on class attendance, class participation, and the completion of all other learning expectations. You will be graded on the quality of your contributions to class, and your papers—your creativity, the degree to which your understanding of the class material is reflected, the degree to which your ideas are developed, and, your timeliness. Each paper and corresponding presentation/reflection has its own grading rubric included in its guidelines.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td>A=90-100%</td>
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<tr>
<td>B=80-89%</td>
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<tr>
<td>C=70-79%</td>
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<tr>
<td>D=60-69%</td>
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<tr>
<td>F=59% and below</td>
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No incompletes will be given unless you have a documented medical/psychiatric concern.

Teaching Expectations
1. Overall Class Facilitation
2. Office Hour/Phone Availability
3. Student Support and Affirmation
4. Periodic Reminders of Deadlines
5. Other

Methodology
1. Problem Posing Discussion/Activities
2. Educational Technology
3. Individual and Pair/Trio Reading/Media/Related Assignments
4. Individual Research Assignments and Presentation
5. Individual Writing Assignments and Presentation

Language Statement

In the discussion of politically complex and charged issues, it is often necessary to explore terminology and concepts that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the manifestations of prejudice and discrimination associated with multicultural education and multicultural curriculum development so that, subsequently, we can learn how to deconstruct and assuage them. If you become particularly distressed about any discussion please engage me (Christine) immediately.

Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at [http://studentconduct.unlv.edu/misconduct/policy.html](http://studentconduct.unlv.edu/misconduct/policy.html). The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. The code strives to promote a ‘community of trust’ on our campus. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus it is always best to do original work.

Copyright

UNLV requires all members of the university community to familiarize themselves with, and to follow, copyright laws and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. UNLV will neither protect nor defend you, nor assume any responsibility for, employee or student violations of fair use laws. Violation of copyright laws and/or fair use requirements could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action by UNLV. Additional information about these laws and requirements is available at [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).
Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and my (Christine’s) personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.unlv.edu/diversityinitiatives/titleix.

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Disability Resource Center (DRC)

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. Students who have a disability that may require accommodations should contact the Disability Resource Center (DRC) for a services assessment.

The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an “official” accommodation is warranted. Any information you provide DRC staff in the process of exploring accommodation possibilities will be held in strictest confidence. To maintain confidentiality, do not approach your professor before, during, or after class (if others are present) to discuss accommodation questions.

The DRC is located in the Student Services Complex (SSC-A), Room 143. DRC contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, and Fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV students (assistance available to graduate students may be limited). The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Academic success coaching is located on the second floor of the SSC (“ASC Coaching Spot”). To learn more about the tutoring services and other academic resources the ASC offers, please call (702) 895-3177 or visit: http://www.unlv.edu/asc

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 UNLV ID Card, a copy of the target assignment (where relevant), and/or two copies of any writing to be reviewed are requested for the consultation. For more information, please visit: http://writingcenter.unlv.edu/

Religious Observance

Any student who may need to miss class quizzes, examinations, or other class or lab work due to religious observances shall be given an opportunity during the semester in which the observance occurs to complete (make-up) missed work. The work eligible for completion is only that missed due to religious observances absence(s). To take
advantage of this policy, students must notify instructors—within the first 14 days of regular courses, and within the first 7 days of summer courses—her/his intention to participate in religious observances that do not fall on state holidays or periods of class recess. In the event that administering a quiz or examination at an alternate time would impose an undue hardship on the instructor or the university, this policy will not apply, but instructors are encouraged to work with students to pursue other options. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531

Guests

Please feel free to bring friends and/or family to class. Guests are always welcome as long as they demonstrate appropriate respect for the learning that is taking place. If you need to bring young children due to childcare issues, please bring something for them to do/play with to keep them more or less occupied so that you can pay attention to the class.

Statement on Learning

You will not be spoon-fed learning expectations nor given a recipe to follow to complete them. The syllabus explanation or guidelines for each learning expectation is to serve as an outline. You are responsible for discovering, through reading, dialogue, and research, the information that will flesh out the outline.

Statement on Health

You are of no use to yourself or others if you are not healthy. Please take the time to eat right, exercise, and get enough rest. You, your family, your schoolwork, everything will be better for it.

E-Mail

Faculty and staff should use students’ UNLV e-mail accounts. The account with the @unlv.nevada.edu suffix is UNLV’s only “official” e-mail system for students. It is a primary way students receive “official” university communication (e.g., information about deadlines, major campus events, announcements, etc.). All UNLV students receive such an account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. Students wishing to received course communications via a different e-mail address should add that address to the course contact list passed out in class the first two weeks of the semester.
WEEK 1—Welcome and Class Orientation

Welcome/Go Round
Review of Syllabus
BREAK—You can leave gracefully at this point if you have decided not to take the course

Brief Discussion of the Idea of Problem-Posing as Conceptualized by Brazilian Educator Paulo Freire

- Brief History on Paulo Freire, Literacy Brigades
- Banking versus Problem-Posing Education
- Master of Knowledge (expert) versus Facilitator of Learning
- Students as empty receptacles into which teachers as experts make deposits of knowledge to fill them up versus
- Students as ALWAYS having pre-existing knowledge about every subject on which teachers as facilitators build by asking problem-posing questions to enable students to discover new knowledge
- Students as Subjects versus Students as Agents in their own education
- Problem-Posing Questioning:
  - What do you see?
  - Is there a problem, issue, concern?
  - Is it your problem, issue, concern?
  - What can you do about the problem, issue, concern?

Overview of Dialogic Communication and Intergroup Dialogue

- Dialogue as Listening for Understanding
- Discussion as Serial Monologuing
- Debate as Listening to Gain Advantage
- Intent versus Impact
- Explaining versus Owning or Taking Responsibility
- “Suspending Judgment”
- “Holding” (an important theme that emerges over an appropriate period of time)
- Creating “Third Space” (a place where we bring “First Space” or personal knowledge, ideas, and opinions and talk about them using “Second Space” or group knowledge, norms, and etiquette
- Developing an Awareness of Personal Triggers/Flashpoints
- How Will We Demonstrate Respect for Everyone’s Perspective?
- How Will We Ensure that Everyone is Included? (that no one person or group dominates)

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 1
- Article: Schoem, Hurtado, Sevig, Chesler, Sumida
- Article: Lawrence

WEEK 2—Walking Our Talk

Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
  - What MCT have you done in the past/are you doing on an on-going basis now?
  - Hopes and fears you have about MCT?
  - What is Multicultural? What is Curriculum? What is Transformation? What is MCT?
Reading/Media Facilitation Pair/Trio 1 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 2
Article: Crenshaw [and Handout]
Women of Color text
FRONT MATTER
Intro
Transition
Projects
FACULTY DEVELOPMENT
Models
Outcomes

Broader Truth text
FRONT MATTER
Background
Overview

WEEK 3—Stage Setting, Big Picture, Overview
Month/Date
Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 2 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 3
Women of Color text
FACULTY DEVELOPMENT
Models
Broader Truth text
Chapter 14

WEEK 4—Models
Month/Date
Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 3 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 4
Women of Color text
UNDERGRAD CURRICULUM
Litmus Tests
Reflections
Broader Truth text
Chapters 1-3, 15-16

WEEK 5—Frameworks
Month/Date
Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 4 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
WEEK 6—Scaffolding
Month/Date

Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
  • Unpacking the “Rubs” in MCT
Reading/Media Facilitation Pair/Trio 5 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 6
Broader Truth text
Chapter 10
Women of Color text

UNDERGRAD CURRICULUM
  Humanities
    American Studies
    Art
    First Year Seminars

Article: Walker, Geertsema, & Barnett

WEEK 7—Content Area Examinations
Month/Date

Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 6 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 7
Women of Color text

UNDERGRAD CURRICULUM
  Humanities
    History
    Literatures
    Theology
    Writing

WEEK 8—Content Area Examinations
Month/Date

Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 7 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 8
Broader Truth text
  Chapter 11
Women of Color text
UNDERGRAD CURRICULUM
Social Sciences
  Anthropology
  Economics
  Geography
  Political Science
  Psychology
  Sociology

WEEK 9—Content Area Examinations
Month/Date
Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 8 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 9
Article: Banks
Article: Banks & Banks
Article: Gibson
Article: Clark (2013)
Article: Bode
Article: Nieto [and Handout]
Broader Truth text
  Chapter 12

WEEK 10—Bridging to PK-12 Settings
Month/Date
Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
  • Five Dimensions MCT IDEAS
Reading/Media Facilitation Pair/Trio 9 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 10
Article: Clark (2002)
Broader Truth text
  Chapters 8-9, 13
Media: It’s Elementary
Media: Good Morning Miss Toliver
Media: Anti-Bias Curriculum

WEEK 11—Content Area Examinations, MCT Praxis
Month/Date
Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 10 and Further Dialogic Discussion

Assignments due for next class:
MCT IDEA Cards
Reading/Media Facilitation Pair/Trio Planning Meetings
Reading/Media Facilitation Pair/Trio 11
**WEEK 12**—Funds of Knowledge, Community Cultural Wealth

Month/Date

Hand in Cards
Review Commitments
MCT IDEAS Dialogic Discussion Contextualized with Weekly Assignments
Reading/Media Facilitation Pair/Trio 11 and Further Dialogic Discussion

**Assignments due for next class:**
Nothing due, students should continue working on their Sociopolitically-Located Multiculturally Transformed Curriculum Projects

**WEEK 13**—Make Up or Work Day

Month/Date

Make Up Day
OR
Sociopolitically-Located Multiculturally Transformed Curriculum Project **Out-of-Class** Work Day

**Assignments due for next class:**
Nothing due, students should continue working on their Sociopolitically-Located Multiculturally Transformed Curriculum Projects

**WEEK 14**—Work Day

Month/Date

Sociopolitically-Located Multiculturally Transformed Curriculum Project **In-Class** Work Day

**Assignments:**
Sociopolitically-Located Multiculturally Transformed Curriculum Projects Presentations and Papers

Prepare for the Multicultural Fare Party: Bring a dish of your choice, one from your cultural background (or from another cultural background) that you particularly enjoy. BRING COPIES OF THE RECIPE OF YOUR DISH if it is not a guarded family secret. Feel free to bring friends and family members.

**WEEK 15**—EXAM PERIOD—Papers Due

Month/Date

Food
Sociopolitically-Located Multiculturally Transformed Curriculum Project Presentations/Discussions
More Food
Sociopolitically-Located Multiculturally Transformed Curriculum Project Presentations/Discussions
More Food

Hand in Sociopolitically-Located Multiculturally Transformed Curriculum Project Papers

**MAJOR DATES OVERVIEW**

<table>
<thead>
<tr>
<th>No Class</th>
<th>TBD</th>
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<tbody>
<tr>
<td>Sociopolitically-Located Multiculturally Transformed Curriculum Projects</td>
<td>Exam Week (TBD)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Name Printed</th>
<th>Signature</th>
<th>Contribution to Discussion</th>
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<td>Name</td>
<td>Phones</td>
<td>E-Mails</td>
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<td>----------------------------</td>
</tr>
<tr>
<td>Christine Clark</td>
<td>702-896-3888W / 702-985-6979C</td>
<td><a href="mailto:chris.clark.unlv@me.com">chris.clark.unlv@me.com</a></td>
</tr>
</tbody>
</table>
CIG 663-001 OVERALL EVALUATION LOG

NAME:

1. Class Attendance — 10% (Individual)

   Class Attendance (15):

   Participation in Class Discussion and Activities (15):

2. Assigned Reading — 50% Individual & Pair/Trio Projects

   Individual Reading Cards (11) — 33%

   Pair/Trio Reading/Media Facilitations — 17% (depending on course enrollment numbers)

   Partner(s):
   Reading/Media:

3. Sociopolitically-Located Multiculturally Transformed Curriculum — 40% Individual Project

   Paper:
   Presentation:

EXTRA CREDIT (______________________________________________________________________________________)

FINAL GRADE:
Additional Multicultural Curriculum Transformation Resources

**Historical Seminal Works**


**Comprehensive Approach**


**General Multicultural Education**


**Standards-Focused**


**Subject or Content-Area Specific**

**Science, Technology, Engineering, and Mathematics**


**Language Arts**


**Social Studies, History, and Geography**


**Fine Arts**


**Physical Education, Health, Human Growth and Development, and Human Sexuality**


**Grade-Level Specific**


**Teacher Education Context**


Milner, R. (2010). *Start where you are, but don’t stay there: Understanding diversity, opportunity gaps, and teaching in today’s classrooms*. Boston, MA: Harvard University Press.


Higher Education Context


Syllabus/Curriculum Unit Framework Idea #1

1. Multiculturally Transformed Description of the Course (What) (and for each lesson below)

2. Rationale for the Course (Why)

3. Multicultural Educational Context for the Course (For/By Whom, Where)

4. Notes for Faculty (Specific things another faculty member would need to know to implement this Course Multiculturally)

5. Multicultural Instructional Aims for the Course (Big Picture)

6. Description of Multicultural Instructional Strategies for the Course (and for each lesson below)

7. Multicultural Learning Activities for the Course (and for each lesson below)

8. Description of Multicultural Methods for Assessing and Evaluating Student Needs and Learning Styles

9. Multicultural Lesson Plans (including Description, Instructional Strategies, and Learning Activities for each)
   
   a. Multicultural Instructional Objectives
   
   b. Multicultural Behavioral Objectives
   
   c. Multicultural Aesthetic Objectives

10. Description of Multicultural Methods for Assessing and Evaluating Student Learning and Teaching/Course Effectiveness

11. Resources/Bibliography

12. Appendices
Syllabus/Curriculum Unit Framework Idea #2  
(from Clark (2002))

Content
- History of Oppression
- Lives, Cultures, Countries of Origin
- Contributions/Works
- Designers/Implementers
- Global Inclusiveness/Local Responsiveness
- Autobiographical Grounding
- Student Authorship, Agency, and Social Action

Pedagogy
- Problem Posing
- Multifaceted and Multimedia Based
  - **Assessment of Student Needs**
  - Organizing Tools
  - Instructional Materials and Use of Instructional Materials
  - Instructional Approach
  - Instructional Strategies
  - Learning Activities

Evaluation
- Varied (Inclusive of Teaching/Course Effectiveness and of Student Learning)

Relationships
- Between and Among Students, Teachers, Parents, Others

Environment
- Spheres of Influence (Classroom, School, Community, etc.)

![Colorful Hands Image](image-url)
Syllabus Syllabus/Curriculum Unit Framework Idea #3
(from Nieto (1994))

Needs to explicitly include an assessment component (of teaching/course effectiveness and of student learning).

Levels
- Monocultural [should not be used as a learning benchmark]
- Tolerance [should only be used as a learning baseline, a floor]
- Acceptance
- Respect
- Affirmation, Solidarity, and Respect

Characteristics
- Antiracist
- Basic
- Important for All Students
- Pervasive
- Education for Social Justice
- Process
- Critical Pedagogy
Inclusion By Design:  
Survey Your Syllabus and Course Design

A Worksheet

Ed Brantmeier, Center for Faculty Innovation and College of Education, JMU  
Andreas Broscheid, Department of Political Science, JMU  
Carl S. Moore, Research Academy for Integrated Learning, UDC

This survey tool was designed for you to examine a particular syllabus and course design to get a broader perspective on inclusion in your actual teaching practices. We have organized this worksheet in three sections: 1. The context and design of your course. 2. The “text” of your syllabus and course design. 3. And the subtext of your syllabus.

1. Inclusion and Course Context
Examine situational factors by writing short answers to these questions.

A. **People:** Who will most likely be in your class? (Consider student characteristics such as race, gender, class, ability, religion, language, geographic region, sexual orientation, ability/disability, first generation college, other invisible status, etc.)

B. **Content:** What different perspectives and viewpoints are included in the course content?

C. **Relevance:** What ways are there to connect the course topic and content to your students and the real world?

D. **Pedagogy:** What are the pedagogical choices available to you in your discipline and how diverse are they? (Examples: lecture, team-based learning, problem-based learning, socratic method, simulations, role-play, debate, service learning)

E. **Values:** What values do you intend to instill in this course? (Examples: Inquiry, community, discipline, deliberation, critical thinking, value of difference)

F. **Climate:** How will differences of positionality/opinion/thinking be handled in the classroom? How can you create safe spaces for both visible and invisible minority students?
2. Inclusion and “Text”: Syllabus and Course Design

In this section, you summarize your thoughts quantitatively, using the five-point scales provided. In addition, you may want to write short explanatory notes for each question that provide examples and/or describe why you selected a particular score.

To create a summary score for how inclusive your syllabus and course design are, add the quantitative responses to all questions that you find relevant for your course, then divide the resulting number by the number of questions multiplied by five. A result close to ‘0’ means your course lacks inclusion; a result close to ‘1’ means your course is highly inclusive.

Frame and Tone of the syllabus

A. **Tone**: What is the balance between inviting, friendly, and supportive sections and rules or prohibitions in your syllabus? Is the syllabus written in an inviting, friendly, and supportive tone, or is it mainly a list of rules and regulations?

<table>
<thead>
<tr>
<th>Rules and regulations</th>
<th>Inviting</th>
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<td>1</td>
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</table>

B. **Perspectives**: Does the syllabus on the whole communicate openness to multiple perspectives and experiences, or is it mainly focused on one perspective?

<table>
<thead>
<tr>
<th>One perspective</th>
<th>Multiple perspectives</th>
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<tbody>
<tr>
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</table>

C. **Student appeal**: Does the course description/introduction appeal to a variety of students and perspectives or does it mainly target one type of student?

<table>
<thead>
<tr>
<th>One type of student</th>
<th>Variety of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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</table>

D. **Accessible syllabus**: How accessible is your syllabus as a document? (You may want to check JMU’s ODS page or the Universal Design Validator at the Equity and Excellence in Higher Education website to answer this question.)

<table>
<thead>
<tr>
<th>Low level of accessibility</th>
<th>Accessible to all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
### Learning Objectives

**A. Clarity:** Are the learning goals and objectives clearly stated or mainly implied?

<table>
<thead>
<tr>
<th>Mainly implied</th>
<th>Clearly stated</th>
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<td>1</td>
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</table>

**B. Student interests:** To what extent do the objectives appeal to a range or variety of student interests? Do the objectives appeal to and reflect the interests and learning needs of different types/groups of students? (Consider student differences related to socio-demographic factors, first generation status, ability, sexual orientation etc.)

<table>
<thead>
<tr>
<th>Appeal to one type of student</th>
<th>Appeal to a range of students</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</table>

**C. Learning domains:** To what extent do the learning objectives appeal to the head, heart, and hand? In other words, do they cover cognitive, affective, and psycho-motor domains?

<table>
<thead>
<tr>
<th>Objectives belong to one domain</th>
<th>Objectives cover various domains</th>
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<tbody>
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</table>

**D. Levels:** To what extent do the cognitive learning objectives appeal to different levels/types of thinking? (Summary, evaluation, application, analysis, synthesis, etc.)

<table>
<thead>
<tr>
<th>One level</th>
<th>Multiple levels</th>
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</table>

**E. Diversity:** To what extent do some of the learning objectives aim at diversity- or inclusion-related knowledge, skills, or attitudes?

<table>
<thead>
<tr>
<th>No diversity-related objectives</th>
<th>All objectives relate to diversity</th>
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</table>
Assessment

A. Variety: To what extent does the course employ a variety of assignments? Do the students have a variety of ways to show what they know? Or does the course rely on only few types of assignment?

<table>
<thead>
<tr>
<th>One type of assignment</th>
<th>Several types of assignment</th>
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<tbody>
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</tbody>
</table>

B. Formative assessment: Is there a variety of formative assessments (assignments) that provide students with immediate feedback and opportunities to improve?

<table>
<thead>
<tr>
<th>No formative assessment</th>
<th>Many formative assessments</th>
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<tbody>
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</table>

C. Alignment: To what extent do the assessments measure student knowledge and skills that are taught in the class and correspond to learning objectives, or do they measure extraneous knowledge and skills?

<table>
<thead>
<tr>
<th>Assessments test extraneous knowledge/skills</th>
<th>Assessments align with objectives and teaching</th>
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<tbody>
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D. Fixed and flexible options: Is divergent, creative thinking rewarded or do assessments require students to conform to one common norm?

<table>
<thead>
<tr>
<th>Assessments establish one norm</th>
<th>Assessments reward creativity</th>
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Teaching and Learning Activities

A. Culturally responsive teaching: To what extent do teaching activities meet the needs of diverse learners, diverse learning styles, diverse ways of processing information, diverse performative styles? (Examples: Experiential learning, collaborative group work, individual activities, peer teaching/editing/sharing, one on one instructor time.)

<table>
<thead>
<tr>
<th>Teaching requires one type of learning</th>
<th>Teaching supports diverse types of learning</th>
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</table>

B. Flexibility/adaptation: How much flexibility is there in the course design to modify and adjust to meet the learning opportunities that arise in the moment in the classroom?

<table>
<thead>
<tr>
<th>No flexibility</th>
<th>High level of flexibility</th>
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C. Alignment: Are the teaching and learning activities aligned with the objectives? Or are they disconnected?

<table>
<thead>
<tr>
<th>Activities do not align with objectives</th>
<th>Activities align with objectives</th>
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D. Interaction patterns: Do learning activities promote inclusive interactive patterns? Do students cooperatively learn together? Or is instruction based on one-directional information provision by the instructor?

<table>
<thead>
<tr>
<th>Teaching as information provision</th>
<th>Learning through inclusive interaction</th>
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<tbody>
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</table>
E. **Shared teaching:** Do students have shared responsibility in their (and their fellow students’) learning? For example, do students lead discussion groups, reteach concepts, or otherwise contribute to the teaching?

<table>
<thead>
<tr>
<th>Instructor alone is responsible for teaching</th>
<th>Students share responsibility for learning</th>
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F. **Engagement:** To what extent do you encourage students to interact with you and with each other?

<table>
<thead>
<tr>
<th>I don’t encourage interaction</th>
<th>Encourage interaction in a variety of ways</th>
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Content

A. Perspectives: To what extent do the course materials, such as readings, provide a full spectrum of perspectives on topics?

<table>
<thead>
<tr>
<th>The material presents one perspective</th>
<th>The material presents a wide variety of perspectives</th>
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</table>

B. Voice: To what extent does the course material represent a variety of voices?

<table>
<thead>
<tr>
<th>The material presents one voice</th>
<th>The material presents a wide variety of voices</th>
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C. Pace: To what extent does the pace of the course content allow for multiple processing speeds?

<table>
<thead>
<tr>
<th>Content requires common pace</th>
<th>Content permits for multiple speeds</th>
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D. Course materials: To what extent does the format of the course material respond to a broad range of learning preferences (reading written text, visual and audio media preferences, etc.)?

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<tr>
<th>One format</th>
<th>Multiple formats</th>
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E. Accessibility: To what extent is the course material accessible to all students, including those with disabilities? (For example, do visual media have subtitles, can online readings be recognized by screen readers, etc.)

<table>
<thead>
<tr>
<th>The material is not accessible</th>
<th>All course materials are accessible</th>
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3. Inclusion and Subtext
In this section, write short responses to explore the implicit assumptions, rules, and requirements of your course.

Hidden Curriculum

A. Implicit rules: What formal and informal rules, assumptions, values are important for the course but not stated in the syllabus?

B. Implicit messages: What unwritten messages does the syllabus convey about the course, content, and learning? Is there a “hidden curriculum” embedded in the syllabus?

C. Hidden biases: In which ways does the “hidden curriculum” potentially discriminate against some students? (For example, do you use only one type of assessment to determines grades, and does the disadvantage some of the students in ways unrelated to their learning?)

D. Teaching philosophy: What is your teaching philosophy (student-centered learning, teacher-centered information dissemination, cooperative learning, etc.) and how does the syllabus communicate it to students? Do you clearly communicate your teaching philosophy to avoid biases?

References


