

Department of Teaching and Learning
Inquire. Educate. Innovate.

Cultural Studies, International Education, Multicultural Education (CSIEME) Program
Get proximate. Change the narrative. Stay hopeful. Be willing to do things that are inconvenient and uncomfortable.

Course Information

Prefix/Number:	CME 705 (previously CME 600)
Title:	Multicultural Education Meeting Days and Time: Wednesdays 7-9:45 p.m.
Credits:	3
Semester:	Fall 2020
Professor/Facilitator:	Dr. Norma A. Marrun or Dr. Christine Clark Teaching Assistant: TBD
Office Location:	361 CEB or 346A CEB
Phone/Text:	702-895-1434 (office) or 702.985.6979 (cell)
E-Mail:	norma.marrun@unlv.edu or chris.clark.unlv@me.com
Classroom:	CEB 205 and/or Synchronously Remote via Zoom (as required due to COVID 19)
Office Hours:	CSIEME Program Drop-In Office Hours Mondays 3:30-6 p.m. BDC 106 Regular Office Hours Tuesdays 2-6 p.m. in CEB 361 or CEB 346A, immediately before and after class in the classroom, and by Appointment
Pre-Requisites:	Graduate Standing
Course Description: Goals, Background, Vision	<p><i>Critically documents, across academic subject areas/levels, and challenges the accuracy, completeness, and efficacy of, what is taught, how, in what contexts, by whom, for whom, and toward what ends; establishes processes for enacting education practices that interrupt, remediate, and eradicate systemic educational inequities.</i></p> <p>This course is designed as a broad and deep overview of multicultural education—conceptualized as an equity- and diversity-related framework for PK-12 and, to a lesser extent, higher education. It is intended to support graduate level students in the curriculum and instruction arena in the development of a strong theoretical foundation from which to think more complexly about (and, eventually, act more emphatically to bring about) equity- and diversity- related schooling processes. Students in the course will also explore the ways diversity in the classroom influences the learning process, and how specific teaching practices can enhance student leaning and create bridges between families, schools, and communities. Students will be expected to engage in reflective inquiry around key central questions such as:</p> <ol style="list-style-type: none"> 1. What pre-existing attitudes and beliefs do I hold about myself, others around me, and the world as a whole? 2. How do I define equity? diversity? What are the specific dimensions of each? 3. How can I think critically about my own conceptions of equity and diversity, as well as the social implications of my ways of knowing? 4. What kinds of <i>personal</i> transformation might I need to embrace in order to become a better teacher of <i>all</i> children? What kinds of knowledge bases do I need to develop to foster this personal change? What kinds of personal, academic, and professional experiences do I need to have to become adept in cross-cultural interaction? 5. It there a relationship between diversity, inequality, and/or inequity? If so, what is it? 6. What is the role of schools in promoting equality and equity and sustaining inequality and inequity in our society? Why is it important for teachers to think deeply about these issues?
Specialized Professional Association (SPA) Standards Addressed	<p>This courses engages the National Association for Multicultural Education's (NAME) <i>Standards for Advancing Multicultural Learning</i> through curriculum, assessment, pedagogy, and intellectual challenge:</p> <ol style="list-style-type: none"> 1. Positive Academic Identities 2. Positive Social Identities 3. Respectful Environment with Diverse People 4. Social Justice Consciousness 5. Social Justice Action

<p>Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards</p> <p>Nevada Department of Education (NDE) Nevada Educator Performance Evaluation System (NEPF) Teacher Instructional Practices Standards AND Teacher Professional Responsibilities Standards</p>	<p>In sum, this course addresses InTASC Standard #2 focusing on <i>Learning Differences</i> and NEPF Teacher Instructional Practice Standard #2 focusing on <i>High Cognitive Demand Learning Tasks for Diverse Learners</i>:</p> <p><i>InTASC Standard #2: Teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p> <p>In this course, teacher education students—pre- and in-service teachers—extend their learning on how to use their “understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.”</p> <p>In seeking to meet this course’s high standards, the teacher education students in this course become better prepared to actualize development of similarly inclusive learning environments with their own PK-12 students by experiencing understanding of their own individual differences and diverse cultures and communities from this course’s instructor.</p> <p><i>NEPF Teacher Instructional Practice Standard #2: Learning Tasks Have High Cognitive Demand for Diverse Learners</i></p> <p><i>Indicator #4: Teachers operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</i></p> <p>In this course, teacher education students—pre- and in-service teachers—extend their learning on how to “operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.”</p> <p><i>Level #4: Teachers model and demonstrate the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. Teachers take an active role in ensuring that students have equitable opportunities to achieve.</i></p> <p>In seeking to meet this course’s highest expectation for learning at high levels regardless of their family background, socio-economic status, or ability, the teacher education students in this course become better prepared to model and demonstrate this expectation with their own PK-12 students by experiencing the active role this course’s instructor takes to ensure they have equitable opportunities to achieve.</p> <p>Discretely, the assignments in this course address InTASC Standards #1 and #3-10, as well as NEPF Professional Responsibilities Standard #4 (see assignment-specific standards addressed highlighted in blue under Assignments/Learning Expectations, below).</p>
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Learning Outcomes/Objectives

Epistemological or Knowledge Outcomes

Students are able to:

- Demonstrate complex understanding of the concepts of equity, inequity, equality, inequality, diversity, teaching, schooling, multicultural education, dimensions of difference (related to 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), and, individual, cultural, and institutional demographics;
- Demonstrate understanding of privilege and marginalization; and,
- Identify and shape their own philosophies as these pertain to dimensions of difference, broadly conceptualized.

Ontological or Dispositional Outcomes

Students are able to:

- Reflect on, and come to a deeper understanding of, their personal experiences with privilege and marginalization;
- Discover and use their own voice in relationship to their personal experiences with privilege and marginalization, actively participate in democracy in the classroom, engage in meaningful *dialogue* (as opposed to superficial debate) related to the course topic, “out” themselves;
- Reflect on, and come to a deeper understanding of their own experiences of differences in and out of school contexts (as students and teachers), and the implications of these experiences for teaching children from similar and dissimilar experiential backgrounds;
- Reflect on, and come to a deeper understanding of, dimensions of difference as intersecting sociocultural, socioeconomic, and sociopolitical systems of privilege and marginalization in the United States and, to a lesser extent beyond U.S. borders;
- Reflect on, and come to a deeper understanding of, the role that schools can and should play in the promotion of a socially just society;
- Participate in group norming to establish a community culture in the classroom informed by course content and pedagogy; and,
- Participate in on-going relationship building in the classroom to maintain a community culture in the classroom informed by course content and pedagogy.

Axiomatic or Action/Doing Outcomes

Students are able to:

- Adeptly employ a comprehensive multicultural educational lens in completing all course assignments.

Required Texts/Course Resources

(available from the University Bookstore or through online sellers)

(copies of texts are on reserve at Lied library for 2-hour in-library use)

Also see *WebCampus Canvas* Interface for e-Syllabus, Resources, and other Course Materials

<https://unlv.instructure.com/login/ldap>

Also see additional embedded hyperlinked readings below

Lui, M., Robles, B. Leondar-Wright, B., Brewer, R., Adamson, R., with United for a Fair Economy. (2006). *The color of wealth: The story behind the U.S. racial wealth divide*. The New Press.

Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education (seventh edition)*. Pearson Education.

Limited E-Media Device Use During Class

See Stromberg, J. (2015). Why you should take notes by hand—not on a laptop. *Vox*. Retrieved from <https://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>

Electronic devices (e.g., computers, tablets, pagers, cell phones, recorders, etc.) may be used in class so long as their use supports (and does not interfere with) the students' and professor's ability and right to learn and teach. Prior to use explicit consent of the professor is required and can be rescinded if use compromises learning/teaching.

Assignments/Learning Expectations

The university encourages students to consult with professors about how activities/assignments benefit students. If you need guidance on how to engage your professors in a conversation about these benefits, one example of for how to do so can be found here: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf

1. Class Attendance and Participation—10% Individual Assignment

Class Attendance Policy

(see also, **A Word About Perspective** below under **COURSE POLICIES** for additional relevant information)

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

(see also, **Classroom Community** below under **COURSE POLICIES** for additional relevant information)

You are expected to fully participate in class dialogue of all assigned readings and media, of planned and impromptu curricular activities, of assigned extracurricular activities, and of students' presentations, all in accordance with the class norms (that we will collaboratively develop).

Attendance and Participation

Attendance is also a function of your level of engagement with activities and assignments (e.g., making meaningful discussion points, responding thoughtfully to your peers' comments). If it appears that you/other students are not doing the readings, not participating in class discussions, or are not drawing from the readings to support or expand class discussions, I reserve the right to give unannounced quizzes on any assigned reading. Participation is about quality, not quantity, but also requires sustained engagement with the class community.

Through class attendance and participation, students in this course will meet InTASC Standard #3, focusing on Learning Environments, and #10, addressing Leadership and Collaboration.

More specifically, Standard #3 encourages teacher education students in learning to work "with others to create environments that support individual [their own] and collaborative [their classmates'] learning, and that encourage positive social interaction, active engagement in learning, and self-motivation." And Standard 10 asks teacher education students to undertake "appropriate leadership roles and opportunities [that enable them] to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession."

By participating in the co-creation of a classroom community in which they are motivated, through the development critically conscious social interaction, to learn/grow/advance individually and collaboratively, as class leaders and as class participants, with classmates as well as with other PK-12 school colleagues/professionals, students' family members, and members of the local community, teacher education students become better prepared, as pre- and in-service teachers, to

develop learning environments in their own PK-12 (and/or other types of) classrooms in which their own students learn to do this as well. In so doing, teacher education students enable their own advancement in the teaching profession.

2. Reading-Related Critical Dialogue Co-Facilitation—20% Pair/Trio Assignment

For each reading assignment in the two course texts, student pairs/trios (depending on course enrollment numbers) will take responsibility for facilitating a 60-minute critical dialogue on the assignment. 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 to emerge. Facilitations should take advantage of the [idea of “problem-posing” as conceptualized by Brazilian educator Paulo Freire \(1999\)](#)—leaving the class with unresolved questions and in continuing critical thought. Finally, facilitations should elicit from the rest of the class, the equity- and diversity-related curriculum and instruction concerns expressed in the reading assignment’s major themes. Co-facilitation teams will hand in copies of outlines, questions, handouts, etc., used during the facilitation.

Through completion of the facilitation, students in this course will meet InTASC Standards #7, addressing Planning for Instruction, and #8, engaging Instructional Strategies.

More specifically, Standard #7 encourages teacher education students in learning—as pre- and in-service teachers—to meet “rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.” And Standard #8 advances teacher education students in learning—as pre- and in-service teachers—to use “a variety of instructional strategies to encourage learners to develop deep understanding of content areas,” [as well as interconnection between and among areas], “and to build skills to apply knowledge in meaningful ways.”

By taking the lead in facilitating their classmates’ learning of one body of the reading for this course, teacher education students become better prepared, as pre- and in-service teachers, develop: 1) rigorous multicultural curricular and pedagogical content area learning goals with applicability and interconnectedness across disciplines and grade levels, as well as, 2) an array of multiculturally-informed instructional strategies through which to realize the learning goals. In practicing these competencies with their peers as learners, these students become more well prepared to adeptly actualize these competencies with their own PK-12 students, thereby supporting their students to become active learners who can share responsibility, in partnership with the teacher, for their own and others’ learning.

3. Reading Response Papers—30% Individual Assignments, 15% Each, 2 Total

Over the course of the semester, students are required to write two reading responses as follows:

Reading Response Paper 1: In your own words, define and describe what multicultural education is. Summarize [Banks’ \(1993\)](#) dimensions of multicultural education and [Nieto’s \(1994\)](#) levels of multicultural education. Choose one of Bank’s dimension and describe an instructional activity for your grade level/subject area that reflects the qualities and/or characteristics of this dimension. Describe what this activity would look like in practice implemented in a manner consistent with Nieto’s “affirmation, solidarity, and critique” level of multicultural education. Integrate relevant connections to the course texts.

Discuss the extent to which (if at all) your opinions/viewpoints were challenged or changed by these readings (give an example of how your opinions/viewpoints were impacted by the readings (strengthened, eroded, unaffected) and why)—please do not write, “I agree with everything the authors’ wrote” or “I hated everything the authors’ said.” Discuss what you realized or learned from these readings. If these readings reminded you of any of other articles or books that you have read, briefly note those readings and the connections you made between them and these readings. Conclude by discussing what you believe are common misconceptions of multicultural education.

Reading Response Paper 2: In your own words, define and describe “funds of knowledge” and “community cultural wealth.” Based on [Moll, Amanti, Neff and González \(1992\)](#) and [Yosso’s \(2005\)](#) research, explain why you think it important to understand students’, their families’, and their communities’ historical and cultural backgrounds as assets? Describe how you would you go about, first, learning about your students’ funds of knowledge and community cultural wealth, and, second, based on what you learn, designing more authentic learning experiences for your students based on what you discern. Integrate relevant connections to the course texts.

Discuss the extent to which (if at all) your opinions/viewpoints were challenged or changed by these readings (give an example of how your opinions/viewpoints were impacted by the readings (strengthened, eroded, unaffected) and why)—please do not write, “I agree with everything the authors’ wrote” or “I hated everything the authors’ said.” Discuss what you realized or learned from these readings. If these readings reminded you of any of other articles or books that you have read, briefly note those readings and the connections you made between them and these readings. Conclude by discussing what you believe are common misconceptions of multicultural education.

Response papers should explicate, elaborate on, and/or comment on at least two specifically cited points (quotes) or summarized examples (ideas) from the readings at focus for the response. Response papers should demonstrate critical understanding of, and thought about, the readings (discuss the author’s key points, major themes, main arguments, and/or central analyses from a sociopolitical point of entry (a point of entry in which power, privilege, and oppression inform the discussion). While there is no right or wrong way to respond, it is important that you do not just summarize the the readings. Response papers should be 600-700 words each (not including cover page, abstract page, reference pages, and other front

or back matter) and follow formal [APA 7th edition formatting guidelines](#) to the greatest extent possible given their content. Your response papers should be handed in the same day we informally discuss them (you do not need to prepare a formal paper presentation) in class. See also additional APA formatting resources in the course *WebCampus Canvas* interface.

Through completion of the reading response papers, students in this course will meet InTASC Standards #4, focusing on Content Knowledge, and #5, focusing on Application of Content.

More specifically, Standard #4 fosters teacher education students in understanding—as pre- and in-service teachers—the central concepts, tools of inquiry, and structures of the discipline(s) [taught] and [how to] create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.” Standard #5 encourages teacher education students in learning—as pre- and in-service teachers—how to “connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.”

By reflecting on the focused reading assignments for the reading response papers through the lens of their own classroom practice—thinking about how, as pre- and in-service teachers, they could/can actualize the ideas from these readings in their own classrooms (e.g., ideas focused on developing and/or connecting central concepts for, engaging multi-perspectival problem-posing and problem-solving tools of critical inquiry in, or creatively and collaboratively building out the structures of disciplines taught)—students in this course will internalize frameworks (approaches to multicultural education (in paper #1) and community funds of knowledge and cultural wealth (in paper #2)) that are relevant and responsive to, and therefore support the educational excellence, all of students.

4. Las Vegas Family Portrait Field-Based Experience Activity, Paper, and Presentation—30% Individual Assignments (with Peer Review and Feedback Component), 10% Each (Activity/Paper/Presentation)

This is a field-based experience activity. It requires you to use your school- and/or community-based connections to thoughtfully identify, directly access, and meaningfully engage with a family that has at least one child enrolled in a local **public** PK-12 school. Through this activity, you will conduct an informal interview with a family from a background (e.g., racial, ethnic, cultural, linguistic, religious, and/or socioeconomically) different from your own. Through the interview, you will seek to understand the perspectives of a family different from your own related to education. Learn about the family members’ own educational experiences/experiences in school as students, and as parents/family members of the PK-12 student. Learn about the roles that the family members play in supporting the PK-12 student’s education, including their experiences of navigating the Nevada school system on behalf of this student. Learn about the family members experiences with/perspectives on multicultural education. Learn what the family members believe is the *most important thing* that Nevada teachers/schools can do to support students and families and why they believe this is the most important thing. Once you complete the interview, you will engage with the family in a discussion of how you can reciprocate the time and knowledge they have shared with you so that you can complete this assignment, by providing them with an equitable amount of your time and knowledge so that they can achieve an educational goal of their own.

In preparation to carry out this assignment, you will write up: 1) a description of the approach you will use to identify, access, and engage a family that you want to interview; 2) a preliminary interview protocol (10-15 questions) designed to help you learn from the family the things iterated above; and, 3) a plan for engaging the family in discussion of how you can reciprocate time and knowledge to support achievement of an educational goal of theirs. You will bring your description and protocol to class the week we discuss “planning for the family portrait interview” (see **COURSE OUTLINE**, below).

Portrait papers should be 12-15 pages (not including cover page, abstract page, reference pages, and other front or back matter) and follow formal [APA 7th edition formatting guidelines](#) to the greatest extent possible given their content. See also additional APA formatting resources in the course *WebCampus Canvas* interface. Your portrait paper should be handed in the same day you are scheduled to give your portrait presentation in class. Portrait presentations should be 20-25 minutes.

The paper and the presentation should:

- 1) paint a portrait of the family you interviewed, including how they are different from your family;
- 2) briefly summarize your initial approach for identifying and engaging the family, how your approach changed after we discussed approaches in class, and how you ultimately actualized your approach;
- 3) share your initial family interview protocol, summarize how your protocol changed after we discussed protocols in class, and share the implemented version of your protocol [in the paper the initial and implemented versions of your protocol should be shared in an appendix, in the presentation these can be shared as handouts];
- 4) review your learning from the interview:
 - a) the family’s educational experiences (as students and as parents/family members of a student);
 - b) the roles the family members play in supporting the student’s education;
 - c) the family members’ experiences navigating the Nevada school system on behalf of the student;
 - d) the family members’ experiences of/perspectives on multicultural education; and,
 - e) the *most important thing* the family members believe that Nevada teachers/schools can do to support students and families (and why this);
- 5) describe how you will enact the family members’ *most important thing* in your work as a teacher;

- 6) briefly summarize your initial plan for engaging the family in discussion of reciprocal time and knowledge sharing, how that plan changed after we discussed plans in class, how you ultimately engaged this discussion, the results of the discussion, and when and how reciprocity was realized and toward what educational goal; and,
- 7) summarize your key take aways/learnings from completing this assignment.

You are encouraged to thoughtfully/respectfully and creatively use an array of media (text, images, music, poetry/spoken word, video, audio, technology, dance/movement, etc.) in *presenting* your family portrait to the class.

Your portrait *paper* should also integrate relevant connections to the Nieto & Bode text.

Through completion of the Las Vegas family portrait field-based experience activity, paper, and presentation assignment, students in this course will meet InTASC Standards #1, focusing on Learner Development, as well as NEPF Teacher Professional Responsibilities Standard #4, attending to Family Engagement.

More specifically, InTASC Standard #1 fosters teacher education students in learning—as pre- and in-service teachers—to “design and implement developmentally appropriate and challenging learning experiences” for all students based on understanding how “learners grow and develop, [through recognition] that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas.” Additionally, NEPF Teacher Professional Responsibilities Standard #4, Indicator #2 cultivates teacher education students in learning how—as pre- and in-service teachers—to convey that they “value, respect, [and] welcome...students and families, of all diverse cultural backgrounds, [that they encourage students and families] to become active members of schools, and [that they] view [students’ families] as valuable assets to student learning.”

By learning, including through field-based reciprocal knowledge-sharing dialogues with students’ families members, how to develop and actualize adeptly and otherwise rigorously scaffolded learning experiences that are informed by meaningful engagement with students’, their families, and their communities, teacher education students develop the knowledge, skills, abilities, and dispositions—as pre- and in-service teachers—to teach their own PK-12 students understanding in ways that center these students’ growth and development across cognitive, linguistic, social, emotional, physical, and other domains.

5. Multicultural Education Teaching Narrative Paper—10% Individual Project

Individually you will write a multicultural education teaching narrative tracing the various experiences you have had that you believe have had significant impact on how you view the world—in general and, more specifically, related to race/ethnicity and socioeconomic class, broadly/intersectionally conceptualized—and, therefore, inform how you relate to your classmates in this and other courses and, if you have or will soon teach yourself, how you relate or hope to relate to your students, their families, your teacher colleagues, and other school personnel. Your narrative should be recounted in a 5-7 page paper (not including cover page, abstract page, reference pages, and other front or back matter) and follow formal [APA 7th edition formatting guidelines](#) to the greatest extent possible given its content. See also additional APA formatting resources in the course *WebCampus Canvas* interface. Your narrative paper should to be handed in the same day we informally discuss them (you do not need to prepare a formal paper presentation) in class. The paper should reflect on, and critically analyze:

- 1) the past experiences you have had that you believe most influence your present attitudes and beliefs about privilege/power and marginalization/oppression especially as these relate to race/ethnicity and socioeconomic class, but also as these pertain to other dimensions of identity (i.e., color; Deafhood; geographic origin; immigration status; language; caste; 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);
- 2) the impact of the Lui, Robles, Leondar-Wright, Brewer, Adamson, & United for a Fair Economy text, on your narrative—describe and analyze your family’s “wealth color” story to the greatest extent possible (based on your access to informal/formal information about that history), and link this story to the text;
- 3) the kinds of *personal* transformation related to race/ethnicity and class you believe you might need to embrace in order to become a better teacher of *all* children, including what kinds of knowledge bases you may still need to develop to foster this personal change, as well as what kinds of *personal, academic, and professional* experiences you still need to have to become adept in meaningful cross-race and cross-class interaction; and,
- 4) your current capacity as a race-/ethnicity- and class-conscious multicultural educator, in particular, your adeptness in helping *all* students to gain the fullest access to participation in democracy through educational achievement.

Through completion of the teaching narrative assignment, students in this course will meet InTASC Standards #6, focusing on Assessment, and #9, addressing Professional Learning and Ethical Practice.

More specifically, Standard #6 fosters teacher education students in learning—as pre- and in-service teachers—how to “use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide [their own] and the learner’s decision making.” And Standard #9, encourages teacher education students learning—as pre- and in-services teachers—to “engage in ongoing professional learning and [to] use evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and [to] adapt practice to meet the needs of each learner.”

By developing (and/or continuously revisioning) their teaching narratives relevant to new content areas—in the case of this course, relative to multicultural education—teacher education students come to understand how what they learn impacts how they teach and, therefore, if, to what extent, and how their PK-12 students learn from them. By specifically thinking about teaching relative to their own race/ethnicity and class locations, and the same locations of their students and students' families/communities of origin, pre- and in-service teachers become more well-prepared to meaningfully (rigorously developmentally-scaffolded) engage and comprehensively assess (including through monitoring and guiding learner decision making) all learners' growth across cognitive, linguistic, social, emotional, physical, among other domains.

Criterion for Evaluation and Grading/Performance Assessments

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.

Please be advised that you must complete every assignment to pass the course; that is, you cannot simply choose to not do something and take the corresponding point reduction.

Grading Rubric

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

Teaching Expectations

1. Overall Class Facilitation
2. Office Hour/Phone Availability
3. Student Affirmation and Call to Accountability
4. Course Organization and Class Preparation
5. Timely and Robust Feedback on Assignments
6. Other...

Methodology

1. Problem Posing Dialogue-Discussion Activities
2. Individual Research and Reading Assignments
3. Individual Writing Assignments and Presentation
4. Individual/Pair/Trio/Small Group Activities
5. Informal and Formal Presentations

I will provide extensive assignment scaffolding and be available to speak with you about assignments both in class and during office hours. However, I will not spoon-feed or give you a recipe to follow to complete assignments. You are responsible for discovering—through class attendance and participation, dialogic engagement with me and your peers during and outside of class, attention to reading of course texts/articles/related media, and research—additional information to flesh out and bring your assignments to fruition.

To be eligible for an incomplete, you must have completed at least 75% of the coursework by the end of the semester. From there you have a maximum of one year (or less at my discretion) to complete the remaining coursework; if the remaining coursework is not completed within a year, the incomplete will convert to an F. If you get an incomplete, you must get your remaining work to me at least one month in advance of the deadline (so no more than 11 months after you received the incomplete, or sooner if I set an earlier completion date) so that I have time to grade it; work received less than one month in advance of the deadline or after an earlier specified completion date will not be accepted.

ADDITIONAL COURSE AND/OR UNIVERSITY POLICIES

Classroom Community

CSIEME courses engage students in the development of classroom community norms—a collaborative agreement about how we, as a community, want to communicate with one another and treat each other during classes. The goal is always to engage with one another in ways that enable everyone to speaking truthfully without compromising others' dignity and/or without losing our dignity with others. The university also stipulates that classroom community norms must support (not preclude) the right of students and faculty to learn and teach.

In dialogue about politically complex and charged issues, it is often necessary to explore terminology and ideas that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. It is necessary to engage in these discussions in order to come to comprehensive critical understandings of the manifestations of power, privilege, and oppression that birthed the resistance movements that, increasingly, codified in resistance disciplines, so that we can learn how to deconstruct and assuage them. If you become particularly distressed about anything that comes up please engage me immediately.

A Word About 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.

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 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.

Statement on Academic Integrity

Students are expected to conduct themselves with the utmost academic integrity, therefore students are expected to refrain 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. Academic integrity requires engagement in a 'community of trust' in this course. 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.

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.

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.

ADDITIONAL UNIVERSITY POLICES

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 (identity and expression) 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, UNLV prohibits discrimination in all programs and activities, including employment on the basis of gender and sex. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <https://www.unlv.edu/compliance/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.

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements> Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf including being administratively withdrawn from the course.

Academic Policies: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>

Student Services & Activities: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7331>

University Policies: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7332>

University Community & Libraries: <https://catalog.unlv.edu/content.php?catoid=29&navoid=7322>

COURSE OUTLINE

WEEK 1—Welcome and Course Orientation

August 26

Welcome

Introductions/Relationship Building

Name, program of study, research/teaching/action interests, something unique about you that no one in the room knows

Review of Syllabus/Commitments

Questions

Overview of Problem Posing Education 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?

Establish Reading-Related Critical Dialogue Co-Facilitation Groups

Establish Group Agreements (Social Contract for Empowered Participation)

Assignments due for next class:

SERIOUSLY Review Syllabus

WEEK 2—Foundation Building

September 2

Re-Engagement of Group Agreements

Review of Syllabus/Commitments

Questions

Overview of Dialogic Communication

- 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)

Story About Your Name

Assignments due for next class:

SERIOUSLY Review Syllabus

WEEK 3—"We Make the Road By Walking"

September 9

Re-Engagement of Group Agreements

Re-Review of Syllabus/Commitments

Questions

Guest Speaker: [Dr. Samantha Godbey, Education Reference Librarian](#)

APA

Avoiding Plagiarism

Citation Tools

Online library guides

Writing center resources

Reference Librarian resources

Q&A

Assignments due for next class:

Reading—Lui, Robles, Leondar-Wright, Brewer, Adamson, & United for a Fair Economy text, Chapter 1-2

Reading-Related Critical Dialogue Co-Facilitation Group #1

WEEK 4—Making the Invisible, Visible

September 16

Re-Engagement of Group Agreements

Review of Syllabus/Commitments

Questions

Reading-Related Critical Dialogue Co-Facilitation Group #1

Assignments due for next class:

Reading—Lui, Robles, Leondar-Wright, Brewer, Adamson, & United for a Fair Economy, Chapter 3-4

Reading-Related Critical Dialogue Co-Facilitation Group #2

WEEK 5—Class, Race, and Other Dimensions of Identity

September 23

Re-Engagement of Group Agreements

Review of Syllabus/Commitments

Questions

Reading-Related Critical Dialogue Co-Facilitation Group #2

Assignments due for next class:

Reading—Lui, Robles, Leondar-Wright, Brewer, Adamson, & United for a Fair Economy, Chapter 5-7

Reading-Related Critical Dialogue Co-Facilitation Group #3

Reading Response Paper #1

WEEK 6—Race, Ethnicity, First Language, Geographic/National Origin, Immigration Status, and Other Dimensions of Identity

September 30

Hand-In Reading Response Paper #1

Re-Engagement of Group Agreements

Review of Syllabus/Commitments

Questions

Reading-Related Critical Dialogue Co-Facilitation Group #3

Informal Discussion of Response Paper #1

Assignments due for next class:

Reading—Nieto & Bode, Introductory Material and Chapters 1-2 (and any case studies associated with the chapters)

Reading-Related Critical Dialogue Co-Facilitation Group #4

Las Vegas Family Portrait Assignment Approach and Protocol Plans

NO CLASS October 7: [National Association for Multicultural Education Annual Conference, Montgomery Alabama](#)

WEEK 7—Sex, Gender, and Other Dimensions of Identity

October 14

Hand-In Las Vegas Family Portrait Assignment Approach and Protocol Plans
Re-Engagement of Group Agreements
Review of Syllabus/Commitments
Questions
Reading-Related Critical Dialogue Co-Facilitation Group #4
Discussion of Las Vegas Family Portrait Assignment Approach and Protocol Plans

Assignments due for next class:

Nieto & Bode, Chapters 3-4 (and any case studies associated with the chapters)
Reading-Related Critical Dialogue Co-Facilitation Group #5

WEEK 8—Religion, Spirituality, Faith, Secularity and Other Dimensions of Identity

October 21

Re-Engagement of Group Agreements
Review of Syllabus/Commitments
Questions
Reading-Related Critical Dialogue Co-Facilitation Group #5

Assignments due for next class:

Nieto & Bode, Chapters 5-6 (and any case studies associated with the chapters)
Reading-Related Critical Dialogue Co-Facilitation Group #6

WEEK 9—Sex, Gender, Gender Identity and Expression, Sexual Orientation, Family Configuration and Other Dimensions of Identity

October 28

Re-Engagement of Group Agreements
Review of Syllabus/Commitments
Questions
Reading-Related Critical Dialogue Co-Facilitation Group #6

Assignments due for next class:

Nieto & Bode, Chapters 7-8 (and any case studies associated with these chapters)
Reading-Related Critical Dialogue Co-Facilitation Group #7
Reading Response Paper #2

WEEK 10—A Multiply-Storied Multicultural Anthology

November 4

Hand-In Reading Response Paper #2
Re-Engagement of Group Agreements
Review of Syllabus/Commitments
Questions
Reading-Related Critical Dialogue Co-Facilitation Group #7
Informal Discussion of Response Paper #2

Assignments due for next class:

Nieto & Bode, Chapters 9-10 (and any case studies associated with these chapters)
Reading-Related Critical Dialogue Co-Facilitation Group #8

WEEK 11—Pulling it Together, Putting it into Action Part I

November 11

Re-Engagement of Group Agreements
Review of Syllabus/Commitments
Questions
Reading-Related Critical Dialogue Co-Facilitation Group #7

Assignments due for next class:

Las Vegas Family Portrait Papers and Presentations

WEEK 12—Pulling it Together, Putting it into Action Part I
November 18

Hand-In Las Vegas Family Portrait Papers
 Re-Engagement of Group Agreements
 Questions
 Las Vegas Family Portrait Presentations

Assignments due for next class:

Las Vegas Family Portrait Papers and Presentations

NO CLASS November 25: Rethink Thanksgiving!

WEEK 13—Pulling it Together, Putting it into Action Part II
December 2

Hand-In Las Vegas Family Portrait Papers
 Re-Engagement of Group Agreements
 Questions
 Las Vegas Family Portrait Presentations

Assignments due for next class:

Multicultural Education Teaching Narrative Papers (and informal discussion of 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 the food from without being appropriative!). 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 14—EXAM PERIOD—Celebration
December 9

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. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: <http://www.unlv.edu/registrar/calendars>

Food
 Informal Discussion of Multicultural Education Teaching Narrative Papers
 More Food
 Informal Discussion of Multicultural Education Teaching Narrative Papers
 More Food

MAJOR DATES OVERVIEW

Reading Response Paper #1	September 30
No Class	October 2
Las Vegas Family Portrait Approach and Protocol Plans	October 14
Reading Response Paper #2	November 4
Las Vegas Family Portrait Papers and Presentations	November 18
No Class	November 25
Las Vegas Family Portrait Papers and Presentations	December 2
Multicultural Education Teaching Narrative Paper	December 9

DATE: _____

ATTENDANCE SHEET
CME 705-1001

Name Printed

Signature

Contribution to Discussion

- 1.
- 2.
- 3.
- 4.
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- 6.
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- 19.
- 20.

**NAME ADDRESS PHONE COMPREHENSIVE E-MAIL LIST (UNLV and NON-UNLV E-MAILS)
CME 705-1001**

	Name	Phones	E-Mails
1.	Christine Clark/Norma Marrun	702-985-6979C/702-896-1434N	chris.clark.unlv@me.com/norma.marrun@unlv.edu
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CME 705-1001 OVERALL EVALUATION LOG

NAME:

1. Class Attendance and Participation—10% Individual Assignment

Class Attendance (14):

Participation in Class Discussion and Activities (14):

2. Reading-Related Critical Dialogue Co-Facilitation—20% Pair/Trio Assignment

Partners:

Book:

Co-Facilitation Materials:

Date:

3. Reading Response Papers—30% Individual Assignments, 15% Each, 2 Total

Paper 1:

Informal Discussion:

Paper 2:

Informal Discussion:

4. Las Vegas Family Portrait Field-Based Experience Activity, Paper, and Presentation—30% Individual Assignments (with Peer Review and Feedback Component), 10% Each (Activity/Paper/Presentation)

Activity:

Presentation/Date:

Paper:

5. Multicultural Education Teaching Narrative Paper—10% Individual Project

Paper:

Informal Discussion:

FINAL GRADE: