ED-BLESL 200, Sec. 003/004 Cultural Diversity in the School.
Syllabus, Fall 2015.

Monday: 9:00-11:45 a.m.  E 221
Monday 4:30 – 7:15  E 525

Instructor: Roberto Bahruth  Office: E-513.

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Understood Betsy.  Dorothy Canfield Fisher.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Standards

1) The teacher understands the role of the discipline in preparing students for the global community of the future.

2) The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.

3) The teacher realizes that subject knowledge is not a fixed body of facts but is complex and evolving.

4) The teacher presents information that is accurate and relevant.

5) The teacher effectively links discipline concepts to students’ prior learning and makes connections to everyday life and the global community.

6) The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of a subject matter.

Overview

Due to the pluralistic nature and ever-changing demographics of this nation, teachers need to become familiar with the meaning and significance of diversity. Through reading, writing, film, teacher/student talk, and experiential activities, participants will have ample opportunities to reflect on race, gender, abilities, sexuality, social class, social justice, and cultural proficiency.

Goal
The goal of this course is to make the world a better place. In order to reach that goal, we will explore three major themes: 1) Self-Awareness/Cultural Competency 2) Other-Awareness/Empathy 3) Community Building. In the process, we will pose critical questions, whereby students will be actively engaged in the production of knowledge, and examine a variety of approaches to teaching and learning.

Assignments

1). In-Class Responsibilities and Weekly Reflections: Bring the readings and be prepared to share. After class, you will write a reflection, which will include: 1) Connections 2) Insights 3) Classroom Implications and post on Blackboard. 20%

Assessment Criterion: Demonstrate a working knowledge of the readings, discussions, and issues.

Due date: Tuesday.

2). Community Learning: Participants will spend 25 hours becoming familiar with lived experiences different from your own. 20%

Goal: Students benefit from “getting out of their comfort zones.”

Requirements: I require at least one interview. Churches, pre-schools, Special Ed. classrooms, and/or K-12 classes or school programs are not acceptable unless verified by the instructor. You will provide an analysis of the issues facing the community you chose, your relationship with that community, and how the experience affected you as an educator. Please include contact information.

Assessment Criteria: 1) your selection and experience demonstrated that you made maximum effort to “get out of your comfort zone.” 2) how the experience helped you become a more effective teacher. Length: 5-7 pages, double-spaced, properly cited. Your paper should provide a voice not normally heard from an under-represented group.

Due date: December 1.

3). Personal Narrative: 10% Based on recollection, and what you have learned, describe/analyze an act of social injustice—an event you witnessed, or one in which you participated.

Goal: Memories are powerful motivators. By examining our feelings, and trying to “make sense” of social injustice, we can better understand why people discriminate against others. This experience will also enhance your understanding of diversity and therefore lead to conflict management strategies that work.

Requirements: You must attempt to combine an ethnographic point of view with your “story.” You may write from a first person or multi-voice perspective. Let the following questions guide your analysis: What was your role in the event? How did you feel during and after? How can you explain those feelings? How do you think others felt? Did you try to intervene? Why or why not? What social/cultural factors caused the event? If, for some reason, you have never witnessed an act of social injustice, the reader needs to know why. Finally, how has this assignment influenced the way you teach? Length: 5-7 pages, typed, double-spaced, and properly cited.

Assessment Criteria: 1) you wrote with clarity and honesty 2) you demonstrated a willingness to put the past into perspective.

Due date: December 1.


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Outcomes

At semester’s end, you should have a better understanding of yourself as well as empathy, social justice, cultural proficiency, active learning, and the challenges and rewards of teaching in a diverse classroom.

Course Materials


Assessment/Evaluation

Collaborative Assessment: Based on the criteria established for each assignment, students will evaluate their own work and determine a grade. The instructor, however, reserves the right to veto if necessary.

Important Attendance Note: Your presence is crucial, not only as a requirement, but as an obligation to your colleagues. I allow each student one excused absence and an opportunity to make up the assignment. You must, however, contact me in advance. An unexcused absence (s) will result in the loss of a letter grade or grades.

A to A+: Reserved for exemplary work
B+ to A-: Distinguished work
C to B-: Average work
D to C-: Below average work
F: Does not meet course requirements

Policies

Due to the interactive nature of this course, you are expected to attend and participate. This means you have read and reflected on the readings and are involved in the discussions and activities. Early departure, tardiness, unauthorized texting or computer use, missing class, or late work may result in the loss of a letter grade or grades—you may be given an incomplete or even dropped from the course. The only exceptions are extreme circumstances or emergencies verified by me in advance.

50% Synthesis, Application paper: When you utilize a quote, information, ideas, or materials created by another person, you must cite the source. This is an invitation to use literacy as a tool for thinking. A well written paper should include connections across activities, concepts, and new ways of seeing the world that have major implications for the classroom and life.

Final papers are due at the end of class unless otherwise noted.

Plagiarism or cheating in any form is unacceptable. The University promotes the cognitive and psychological development of all students. Therefore, all work must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic coursework to more than one course for credit without prior permission from the instructor(s).

If you have special needs, please let me know. We will do our best to accommodate.
Proposed Schedule

Week 1 (August 24). Orientation. Language survey/matrix

Week 2 (August 31). Owl Moon What is Reading? Literacy and Learning

Week 3 (Sept. 7). Labor Day – No class.

Week 4 (Sept 14). Expanding Definitions –Word-world connections/ "sentipensante" - MAKE

Week 5 (Sept. 21). New Boy – A School Experience – Zolotow - Eleven

Week 6 (Sept. 28). Mockingbird/Kobayashi

Week 7 (Oct. 5). Silverstein’s poems

Week 8 (Oct. 12). Thinking and Knowing ISH – Wilfred Gordon - Gouin

Week 9 (Oct. 19). Butterfly Lesson Lester-Ourchecstra

Week 10 (Oct. 26). Oranges - Praxis

Week 11 (Nov. 2). Understood Betsy

Week 12 (Nov. 9). 3 Little Pigs – Wolves and vampires

Week 13 (Nov. 16). Silver Boxes

Week 14 (Nov. 23). Pacino –Daniels / Lost Camel

Week 15 (Nov. 30). An Indian Father’s Plea

Week 16 (Dec. 7). LCC – Larry antes-después – Transformation - Documentary

* Syllabus collaboratively adopted by Bilingual Education Faculty.

** The instructor reserves the right to change the schedule at any time.