EDG 6391 Special Topics – Study Abroad: Multicultural Education

Day(s), Time and Location. This course section includes a travel abroad experience involving a trip to Melbourne, Alice Springs, Cairns, and Sydney, Australia, with mandatory pre-class online sessions during spring and summer 2018. Travel dates: June 2 - 24, 2018.

Course Description. The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school. This exploration will provide a foundation for enlightened citizenship and effective teaching in a multicultural society. This course includes a travel abroad experience.

Required Text
Required reading list will be posted on Blackboard.

Learning Objectives and Outcomes
By the end of this course the candidate will:
- examine multicultural education and its relationship to the social and political context of a multicultural society;
- describe the framework and implementation of multicultural education;
- reflect on the relationship of culture, identity, and learning;
- identify the essential issues of critical pedagogy, and
- relate critical pedagogy and multicultural education theories and research to their own professional practice.

Social Responsibility Goal
By the end of this course the candidate will demonstrate effective engagement in the community through interaction and communication with others in the Australian culture.

Methods of Instruction
Candidates will participate in a study abroad in which they will observe, interact with, analyze, and study the system of education in Australia. Such direct, meaningful interaction can be provided only through on site visitations and, thus, is the major component of the course. An online component provides candidates with theoretical information that directly connects to the practical field experience of the course.
As with online courses, the candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another. Class will incorporate the use of online discussions, websites, videos, individual participation, and readings that correlate to the major emphasis of field experience visits to schools and cultural sites in Australia.

Topics
- multicultural education,
- linguistic and sociocultural issues in education,
- multicultural education as a perspective,
- educational equity and social justice,
- critical pedagogy,
- diversity, and
- implications of diversity for teaching and learning

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Candidates must access Blackboard for electronic posting of syllabus, assignments, announcements, grading information, and to submit assignments. Contact ASU e-Learning at 325-486-6263 to learn about Blackboard and accessing it or use the Support tab in Blackboard.

All written assignments, such as presentations and media presentations, must follow the writing style found in the most current edition (6th) of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or online at www.apa.org.

Candidates’ Participation:
- candidates should participate actively in all online discussions. Readings, school, and university experiences will prepare candidates for discussions, and
- when prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question and (2) to post a response to 2 other candidates’ postings for a total of 3 responses. More frequent responses are both allowed and encouraged so that each candidate can learn from peers and professor’s insights.
Candidates’ Written Work:
- demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary;
- clearly shows a high level of understanding regarding the topic of discussion;
- demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language;
- demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format;
- demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”), and
- demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double-spaced), completeness, and timeliness.

Candidates’ Communication:
Candidates should maintain open communication with the instructor. Candidates should ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Assignments
Online Discussions – Candidates are responsible for reading/viewing assigned material posted in the folder on Blackboard. Candidates will participate in three online discussions. Candidates will 1) create one (1) starter post, then 2) post a substantial reply to the post from the other graduate student using the required format, and 3) respond to replies to their original posts. Requirements for starter posts and replies are available under the syllabus button on Blackboard.

Response Papers – Candidates will write four 2 full page response papers to assigned readings. Additional information will be provided in class.

Community Engagement/Cultural Perspective Project – This project will involve a variety of assignments, including an interview, weekly observation notes, photographs, language definitions, and a final synthesis essay. Additional information will be provided in class.

Global Awareness Project – Candidates will prepare an essay that documents the learning acquired during the study abroad and participate in a community engagement activity. Additional information will be provided in class.

Course Evaluation and Grading
1. Online Discussion Postings .............................................. 30%
2. Response Papers .............................................................. 40%
3. Cultural Perspective Project .............................................. 25%
4. Global Awareness Project .................................................. 5%
   100%
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%

**Attendance Policy.** This is an online class that incorporates a study abroad. It is imperative that candidates participate in the discussions by the stated due dates. Due dates will be posted by announcement within Blackboard. Candidates are required to attend all school visits and seminars in Australia.

Being late or absent to school, university, or other educational visits or seminars will result in a reduction of a letter grade (10%), or 5% for each tardy, of the final grade.

**Persons Seeking Accommodations.** Persons with disabilities which may warrant academic accommodations must contact Student Disability Services in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made.

[http://www.angelo.edu/services/disability-services/](http://www.angelo.edu/services/disability-services/)

**Academic Honesty.** Angelo State University expects its candidates to maintain complete honesty and integrity in their academic pursuits. Candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

[https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
[http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php)

*Plagiarism or the use of Internet prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.*

**Class Schedule:** Available on Blackboard

The Blackboard class will be available February 1 and continue until the last day of class.

Candidates will be required to attend the mandatory orientation meeting that will be held by the CIS in early spring or to make alternative arrangements with the CIS to receive the information.

Study abroad dates: June 2 - 24, 2018