Course Description
Designed to present a broad base of knowledge about culture and learning. Approaches, materials, and research will be investigated. Specific skills for identifying learning problems and solving them through classroom instruction will be featured.

Course Objectives
Examine varying definitions and perspective of multicultural education. Consider diversity in adolescent development and experiences (age characteristics, individual and group identity, and cultural influences). Consider elements contributing to heightened awareness of culture and diversity: age, gender, socio-economic status, geography, ethnicity and race, religion, exceptionality and language and explore the relationship of these factors to curriculum in schools and to student success or failure. Link home, neighborhood, and community contexts and be able to respond to family uniqueness in supporting communication and relationships between home and school. Make connections between the context of teaching, school climate, learners and learning processes, and curriculum content responsive to the diversity of culture and background. Examine the focus of curriculum and educational resources to assess bias and stereotype. Determine components of a culturally responsive classroom and make applications to today’s schools.

Methods of Instruction
Students will be involved in interactive online activities. Textbook chapter reading, portfolio development, cultural activities, and online discussions will be required.

Course Requirements
Students are expected to complete activities in order to successfully complete the course.

Major Course Activities
All activities must be satisfactorily completed to receive course credit.
1. Online Discussions
2. Chapter Summaries
3. Cultural Autobiography
4. Textbook Chapter PowerPoint
5. Media Log
6. Exam
7. Growth Plan
8. Comprehensive Program Evaluation
### Course Evaluation Plan

<table>
<thead>
<tr>
<th></th>
<th>Potential Points</th>
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<tbody>
<tr>
<td>Online Discussions</td>
<td>300</td>
</tr>
<tr>
<td>Chapter Summaries</td>
<td>100</td>
</tr>
<tr>
<td>Textbook Chapter PowerPoint</td>
<td>100</td>
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<tr>
<td>Cultural Autobiography</td>
<td>100</td>
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<tr>
<td>Media Log</td>
<td>100</td>
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<tr>
<td>Exam</td>
<td>100</td>
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<tr>
<td>Growth Plan</td>
<td>100</td>
</tr>
<tr>
<td>Comprehensive Program Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
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</tbody>
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Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. Grammar, typographical errors, proper paragraphing, and spelling are important; have someone proof read your papers.

All submittals must comply with the sixth edition of the APA Publication Manual. It is recommended that you use Times New Roman or Courier New, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information or that provide information needed for an APA style reference: author’s name, date of publishing, editor, publisher, etc.

Your grade is a sum of assignment scores. You receive points for each assignment as indicated on the assignment instruction page and your Blackboard grade sheet. The quantities of points you receive are determined by the instructor’s evaluation of your performance.

There is a penalty for turning in assignments in an unacceptable format or late. Assignments must be posted on Blackboard no later than 11:55PM of the date they are due.

### Grade Assignment Criteria

Exceptional participation and assignment completion are an important part of your performance and grade evaluation. **A 30% deduction will be enforced on work turned in late. All work will be submitted via ASU’s Blackboard system.**

- **A-** 1000 to 900 (90%)  
  Outstanding, above minimum requirements
- **B-** 899 to 800 (80%)  
  Satisfactorily meeting minimum requirements
- **C-** 799 to 700 (70%)  
  Minimally meeting requirements
- **F-** below 700  
  Unacceptable work

### Textbook

Special Considerations

“Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

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

Contacting the Professor
Alaric A. Williams, Ed.D.
Assistant Professor
Department of Curriculum & Instruction
Angelo State University
Carr 111
325.942.2647 ext. 263
Alaric.Williams@angelo.edu
Office Hours: Monday-Friday 9:30-10:30 and 1:30-2:30
E Hours: 8-9 am OR by Appointment

Major Course Activities Detail

Online Discussions (50 points each for a total of 300 points possible)
Online discussions will take place during designated weeks. These discussions will comprise of a one or more topics given by the instructor. Students are expected to sign in, locate the topic and answer the question(s). It is required that you post your answer to the topic and respond to at least three (3) other responses for a total of 4 posts. Responses, remarks and general statements should be treated in a professional manner. Remember, you can agree to disagree. The discussions will be posted for one week prior to due date and will close at 11:55pm on specified due date.

Textbook Chapter Summaries (25 points each for a total of 100 possible points)
Read each assigned chapter and write a personal reaction paper that describes what you found potentially useful in your reading. In a 1-2 page paper, synthesize each chapter into 3 to 5 points that best describe the content of the chapter. Give justification for the importance of each point. Chapter Power Points are available in the Course Documents section to assist with this assignment.

Textbook Chapter PowerPoint (100 possible points)
Read the assigned chapter. Develop and submit a PowerPoint presentation describing the major points of the chapter. Keep the PowerPoint free of fancy fonts, transitions, and embedded macros. Each slide in the PowerPoint should be in a font size that makes it easy for the reader to follow (don’t overload each slide with lots of small text content).
Cultural Autobiography (100 possible points)
Examine and describe yourself in a narrative as a cultural being. Share information about
your heritage (family and culture), your attitudes and the values learned as you grew from
a child to an adult. You may recall the information or ask family members or other
relatives to explore this assignment. The following ideas may be used within your
description; however, they are not required. Other ideas are also appropriate. (Do not
answer each section below with specific answers.) You may want to think about:

* Lessons learned about people of different ethnicities, classes,
genders, abilities and sexual orientations. How did you learn about those?
Describe the experiences that helped you develop those attitudes or
feelings.

* Stories that your parents or grandparents told you about the family and
how those stories had an impact/effect on you.

* Ways older people are addressed in your family/culture. What do those
practices say about beliefs about age?

* Ways people show that they care for each other in the family. Describe
actions of caring within your family and/or culture. Do others bring small
gifts, call and/or e-mail? Do they visit each other’s homes?

* Ways affection is demonstrated in your family and culture. When is it
considered acceptable to show affection? Do people kiss and hug or are
they more reserved?

* Boundaries of physical space. Do people in your family/culture stand
close to each other? Do they maintain large distances from each other?
How do you measure/describe the “invisible bubble” that represents each
other’s space?

This paper should be a minimum of 3 pages, double-spaced, typed with a 12 font.

Media Log (100 possible points)
View two media programs, TV or DVD, (you can choose both TV and DVD or one of
each) suitable or focused toward adolescents. If possible, view the program more than
one time to allow for analysis of: stereotypes, social status (economics, geography,
occupations), attributions (intelligence, abilities, language, values, attitudes, behaviors,
humor), social issues (conflicts, pressures, roles), group identification (inclusive or
exclusive, homophobic, etc.), or theme and point of view (content of program focuses on
_______, illustrates ________, and portrays individuals as ________).

Prepare the following information for each program.
Name of Program
Type of program (cartoon, comedy, drama, sit-com, documentary, etc.)
Brief summary of storyline
Then, answer a few of the following questions for each program:
How are the images of culture or population portrayed?
How are similarities /differences between and among groups portrayed?
Are value judgments made? Give examples.
Give examples of objective or subjective factual information.
Give examples of broad or narrow views of the population/culture portrayed.
Is there balance or are there distortions and stereotypes presented? Give examples
Is the historical perspective accurate? Give examples
How are gender roles portrayed? Give examples
Are issues presented equitably? Give examples
Describe the dialogue, Give examples of messages or <<mixed messages.>>
Is there continuity between the dialogue and the visual images? Give examples.
How do the music and/or sound effects influence the presentation?
How do you think teens respond to this particular programming?
What is it about this program that appeals to teens?

Write a concluding paragraph or two analyzing the insights you have gleaned from the assignment in relation to bias and stereotypes and portrayal of culture and ethnicity in the media. Include any new insights you may have acquired as a result of this analytical viewing.
Why is it important for secondary teacher (and parents) to know what their students/children are watching?

Exam (100 possible points)
Information regarding your exam will be given at a later date.

Growth Plan (100 possible points)
To complete this assignment, select a culture that is different from your own and one that has been marginalized. State the aspects that you know about this culture, want to know about it and why you chose this culture. Next, attend some type of activity in which you can become involved. This may include attending a religious ceremony, participation in a cultural activity, or volunteering at an event. **Check with professor to make sure event is approved (this is a must and can easily be done via email).** You will then compose a formal paper that states the things you knew about the culture, wanted to learn about the culture and reasons for choosing this culture. Also included in the paper will be your thoughts and experiences from attending the cultural activity. In addition, you will state specific concepts you learned about the culture and how this will affect your educational experiences in the future. This formal paper must be a minimum of four pages in length, double-spaced, using a font of 12. The requirements of the Publication Manual of the American Psychological Association (6th ed.) must be used. A reference list of sources is also required. An APA handout will be provided for you with additional information.

Comprehensive Program Evaluation (100 possible points)
Counseling Majors-Course content will be linked to TExES standards related to school counseling as found at [https://secure.sbec.state.tx.us/sbeconline/virtcert.asp](https://secure.sbec.state.tx.us/sbeconline/virtcert.asp). The student will demonstrate proficiency in the standards addressed in the above document related to this course. The proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio will include a minimum of two and no more than three artifact [work
samples created during the course] developed during this course and a corresponding explanation of how the artifacts relate to the student’s mastery of the standards.

Student Development, EdDiag., EdAdmin, C&I Majors-Course content proficiencies will be documents in electronic portfolio TaskStream software. The portfolio will include a minimum of two and no more than three artifacts [work samples created during this course] developed during this course and a corresponding explanation of how the artifacts relate to the student’s professional development. It is **HIGHLY RECOMMENDED** you begin this assignment well before the due date.

Other Majors-In lieu of the portfolio above, write a response to the following question: *What did you learn during this counseling course that you foresee as aiding your success in your chosen major and its corresponding job.* Use your best writing skills. Cite your references well. The final product should be a typed paper of no more than four pages.

**Course Calendar**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Chapter 1 Summary</td>
<td>Monday, January 25</td>
</tr>
<tr>
<td>Chapter 2 Online Discussion</td>
<td>Monday, February 1</td>
</tr>
<tr>
<td>Cultural Autobiography</td>
<td>Monday, February 8</td>
</tr>
<tr>
<td>Chapter 3 Summary</td>
<td>Monday, February 15</td>
</tr>
<tr>
<td>Chapter 4 Online Discussion</td>
<td>Monday, February 22</td>
</tr>
<tr>
<td>Chapter 5 Online Discussion/Exam</td>
<td>Monday, March 1</td>
</tr>
<tr>
<td>Media Log</td>
<td>Monday, March 8</td>
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<tr>
<td>Chapter 6 Online Discussion</td>
<td>Monday, March 22</td>
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<tr>
<td>Chapter 7 PowerPoint</td>
<td>Monday, March 29</td>
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<tr>
<td>Chapter 8 Summary</td>
<td>Monday, April 5</td>
</tr>
<tr>
<td>Chapter 9 Online Discussion</td>
<td>Monday, April 12</td>
</tr>
<tr>
<td>Chapter 10 Summary</td>
<td>Monday, April 19</td>
</tr>
<tr>
<td>Growth Plan</td>
<td>Monday, April 26</td>
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<tr>
<td>Chapter 11 Discussion</td>
<td>Monday, May 3</td>
</tr>
<tr>
<td>Comprehensive Program Evaluation</td>
<td>Monday, May 10</td>
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