

# CALIFORNIA STATE UNIVERSITY MONTEREY BAY

## **MAE 637**

Fall 2008

Section 1 40369

Time: 4:00P–7:50P Thursdays

Bldg 47H Room 104

Prof. Nicholas Meier

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OFFICE: Bldg. 3, Rm. 159

(831) 582-3536

OFFICE HOURS: WEDNESDAY 3:00–5:00PM OR

BY APPOINTMENT

updated 8/27/08

## **MAE 637: Multicultural Curriculum**

### **Course Description**

Students critically analyze curriculum frameworks and materials that are recommended for multicultural teaching. Furthermore, participants use different models of curriculum construction to design instructional activities and analyze the impact of their teaching on students. Finally, a collection of exemplary multicultural and bilingual teaching resources, as well as networks for finding additional resources, are developed.

### **Learning outcomes include:**

- Discuss multicultural curriculum with respect to theory, models of curriculum design, curriculum examples, and one's own ideology.
- Critique curriculum for its representation of different socio-cultural groups, points of view, relationship to specific communities of students, and ideology.
- Identify major ideas and themes in scholarship from ethnic studies, women's studies, disability studies, critical cultural studies, and/or postcolonial studies, and use this material for curriculum planning or evaluation.
- Use the backward design process to plan or critique intellectually challenging, multicultural curriculum that uses all of the elements of a planning model we will work with.
- Strengthen formal academic writing skill.

### **REQUIRED READING (TEXTS):**

- Campbell, D. E. (2004). *Choosing democracy: A practical guide to multicultural education* (Third ed.). Upper Saddle River, N.J: Merrill.
- Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston: Beacon Press.
- Additional articles (through library course reserve and passed out in class)  
(course password is m637)

### **For further resources related to this course and other educational topics:**

Web Resources: <http://www.nicholasmeier.com/Websites2.html>

Books: <http://www.nicholasmeier.com/favoritebooks5.html>

## COURSE POLICIES

### ATTENDANCE AND PARTICIPATION.

You are expected to attend class and to be well prepared to participate. This means that you have read and reflected on the assigned readings and are clearly involved in group discussions and activities. Early departure from class, excessive tardiness, or not respecting the length of break time will negatively influence your grade. The only exceptions are true family or medical emergencies that you have discussed with me in advance or are appropriately documented. Whenever possible please inform me in advance if you know you will be absent or late.

### SUBMISSION POLICY.

All assignments must be typed (unless otherwise specified), 12 point serif font (e.g. Times). Assignments must be emailed or delivered through the online course system based on assignment instructions (if email is not possible, please make special arrangements). **Please use your name and the name of the assignment as the title** of the document (e.g. Smith\_DALE.doc).

### ACADEMIC INTEGRITY, PLAGIARISM and CITING WORK

Any form of academic dishonesty, such as cheating, fabrication or falsifying information, or plagiarism WILL result in serious repercussions. To avoid plagiarism, be sure to include a works cited section in any academic paper. It is important to acknowledge where you are drawing your insights, inspiration, or ideas. If the material is copied directly from the readings then both quotation marks and text citations should be used. For example, "...the quoted material you have chosen..." (Ayers, 1991, p. 52). If you are paraphrasing or putting the material (ideas) into your own words then (Ayers, 1991) should follow the material. Failure to do so constitutes plagiarism, and plagiarizing WILL result in either failing the course, or at a minimum mean an unacceptable paper. Knowingly using a paper or a significant portion of a paper as your own that was copied from another source or other forms of academic dishonesty *will* result in course failure and likely University sanctions. For more details, see the University Academic Integrity Policy at <http://policy.csumb.edu/site/x20830.xml>.

### LATE PAPERS

If you need an extension on a assignment you MUST notify the instructor in ADVANCE of the due date. Late assignments will NOT be accepted without prior (that is, by the due date) agreement from the instructor. Failure to notify the instructor in advance WILL result in a zero grade for that assignment, and if it is a major assignment for the course, a failing grade for the course. Authorized late assignments WILL receive a 10% reduction in grade for each two days late, up to a 50% grade reduction.

### INCOMPLETES:

The purpose of an incomplete is to allow students who face an emergency or illness toward the end of the semester to complete their work after the semester is over. If this happens to you, please contact me as soon as you can. Unless there is a compelling reason, you will not be given an incomplete for reasons that don't relate to an emergency or illness. Rather, you will earn the grade based on the points you have accumulated by the end of the semester. If you are granted an incomplete, we will work out a schedule for turning in missing work, and you will be expected to stick to that schedule Any incompletes that are granted must be finished by the end of the next semester, or the "inc." reverts to an F. That is a University policy.

### ELECTRONIC ACCESS TO COURSE MATERIALS AND COMMUNICATION:

Important class documents and communication will be posted electronically. Once you register for the course, you will be automatically enrolled in iLeqrn. iLearn is an electronic tool that can be adapted for a variety of instructional purposes, We will not be using all of the features, but I will post assignments, readings, and other course documents there. We will also be using the discussion board feature for reading reflections and posting of assignments. To access iLearn go to <http://ilearn.csumb.edu>.

## EMAIL:

I will send all email through the FirstClass system. If you do not regularly check your FirstClass mailbox then you will need to set the preferences in FirstClass to forward your mail to your primary email address (this can be done in Blackboard as well). You will still need to check and clean out your FirstClass account as it has a maximum storage space, and forwarded emails stay on the FirstClass server until you delete them.

## Course Assignments

### **Reading Reflections (ongoing)**

The purpose of the reflective essays is for you to connect the ideas from the readings and the lectures to your own ideas beliefs and experiences. I am *not* looking for a summary of the reading, though your essay should demonstrate that you have read the material. Where more than one reading is being addressed, I am looking for an integrative essay of the topic where possible, rather than separate responses to each. The essays also help me evaluate your and the class's understanding of the material. These should be from 250–400 words in length. ***Each essay should include 2 or 3 discussion questions.*** These questions should be based on issues that the readings raised in your mind. These essays are to be submitted online through the course website discussion board (preferably by the night before class). Also bring a hard copy to class as we will share these in small groups. Each student may select to skip two entries during the semester. It is still the expectation that the student will have done that week's reading.

### **Class Facilitation (variable)**

Each student (or small group) is assigned one class session/topic to facilitate. As facilitator(s) the student or group will, in conjunction with the instructor, plan the agenda for at least 2 hours of that session, and facilitate the session. As facilitator(s) you should have a short presentation to outline the major ideas of the topic and readings, then lead a discussion of the readings. It will be the facilitator(s)'s job to plan and carry out an activity to further the students understanding of the topic. The facilitator(s) will meet with the instructor approximately 2 week before the session in order to discuss a plan.

### **Two from the following three:**

- Curriculum Analysis and Critique (due Sept. 18)  
Analyze textbook that is currently being used in your classroom, school, or university, or a section a curriculum standards framework for your grade level using the instrument that I will provide. Do not select a text that is obviously old and dated (say, published in 1982) unless you have a really compelling reason for doing so. Follow the analysis guidelines in the instrument. Turn in your notes from analyzing the text or other curriculum, and a discussion of the three questions at the end of the instrument connected to readings and class discussions thus far.
- Student Perspectives (due Oct. 16)  
Interview with at least 5 students the curriculum unit you are either developing or critiquing (for the Curriculum Unit assignment below) is for. The interview addresses questions such as: Of what interest or significance is the concept or "big idea" the unit is organized around? What do students think they already know about it? What would they like to know? What ideas, experiences, or skills are they and/or their families already familiar with that can be built on? You should turn in a description of what you did to gather information, from how many students; and patterns in what the students said.
- Teaching Examples Reflection Paper (due Nov. 6)  
Select two or three articles or lesson plans from the Teaching Examples website, *Turning on Learning*, or *Beyond Heroes and Holidays*. In no more than five type-written pages, explain why these are good models for you. In the process of explaining why, analyze their basic philosophy, strengths, and any weaknesses you see. If possible, explain what both selections have in common with each other.

### **Curriculum Concept Paper (due Nov. 20)**

This is a research paper that conceptualizes a specific content area and topic, using transformative intellectual work that reflects perspectives of a historically disenfranchised or underrepresented group. Using the concept for the Curriculum Unit assignment, develop a sketch of how that concept is developed in the intellectual work of at least one historically marginalized group. You will need to read from adult-level sources, rather than sources written for children. Be sure to follow the guidelines for the paper that are on the web. Make sure the paper cites all sources appropriately, and that any quotations from other sources are in quotation marks and cited appropriately.

### **Curriculum Unit (due Dec. 14)**

Design a curriculum unit that you can actually teach, that uses the various elements of multicultural curriculum design that we work with over the semester. Be sure to follow guidelines provided.

## **GRADING**

### **Your final grade will be based on:**

(A score equivalent to less than a C on any major assignment will mean a grade of C- or lower for the course regardless of your total points earned)

<b><u>% of Final Grade</u></b>	<b><u>Assignment</u></b>	<b><u>Due Date</u></b>
12	Reading Reflections	ongoing
10	Participation	ongoing
14 each	Curriculum Analysis paper	Sept 18
	Student perspectives paper	Oct 23
	Teaching Examples Paper	Nov 6
20	Curriculum concept paper	Nov 20
30	Curriculum Unit	Dec 14

### **Grade Distribution**

<b><u>Grading Scale</u></b>			
A+ 100-99	B+ 89-87	C+ 79-77	D+ 69-67
A 98-93	B 86-84	C 76-74	D 66-64
A- 92-90	B- 83-80	C- 73-70	D- 63-60

## **DISABILITIES**

Students with disabilities who may need accommodations should contact me by the third week of class. You are invited to visit during office hours, make an appointment by calling 582-3536, or email me at [nicholas\\_meier@csumb.edu](mailto:nicholas_meier@csumb.edu). You should ALSO, contact: [Student\\_Disability\\_Resources@csumb.edu](mailto:Student_Disability_Resources@csumb.edu); Phone: 831/582-3672 voice, or 582-4024 fax/TTY; <http://www.csumb.edu/student/sdr/>