SOUTHERN ADVENTIST UNIVERSITY
Power for Mind & Soul

EDUC 565 – Multicultural Education

Course Syllabus for Summer 2022

Who will help you?

Professor
Gus Martin, Ph.D.
Email: gusmartin@southern.edu

Office: 423.236.2083 (call between 9 am and 5 pm EST only, please)

Office Hours:

Monday	1 pm – 5 pm
Tuesday	1 pm – 5 pm
Wednesday	1 pm – 5 pm
Thursday	1 pm – 5 pm
Friday	9 am – 12 pm
Students, should you need help outside regularly scheduled office hours please contact me for an appointment.	

Other Helpers

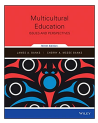
eClass Help Desk: Help with eClass or Turnitin.
Email eclasshelp@southern.edu or call 423-236-2086
Information Technology Workstation Support: Desktop Computer Support.
Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712
McKee Research & Writing Center: Help with writing or research assignments for any class.
Call to make an appointment. McKee Library: 423-236-2788

What will we study?

Course Description

This course will focus on developing knowledge of how student diversity affects and influences instruction. A strong Biblical foundation will guide the major components of the course related to culture, human diversity, and the learning process. Special attention will be given to instructional models which have proven successful with students representing diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds.

Textbook



Banks, J. A., & Banks, C. A. M. (Eds.). (2016). *Multicultural education: Issues and perspectives*. John Wiley & Sons.

Shin, S. (2017). *Beyond colorblind: Redeeming our ethnic journey*. InterVarsity Press.

Biblical Foundation of the Course

"From one man he made all the nations, that they should inhabit the whole earth; and he marked out their appointed times in history and the boundaries of their lands. God did this so that they would seek him and perhaps reach out for him and find him, though he is not far from any one of us." Acts 17:26, 27

Learning Outcomes

Upon successfully completing this course, the student will be able to:

1. Demonstrate an understanding of major cultural concepts, acculturation, multicultural education, and the associated best practices and skills in becoming competent multicultural educator.
2. Demonstrate knowledge of internal and external elements of culture (e.g., values, beliefs, and expectations; patterns of communication; social roles and status) and identify strategies for making thoughtful comparisons between English-speaking and heritage cultures in the context of teaching and learning.
3. Apply procedures for interpreting, synthesizing, and organizing cultural information as they develop their instructional strategies, curriculum, assessments, and the integration of knowledge specific to their curriculum.
4. Develop knowledge on constructing culturally inclusive learning environments that support individual student's needs, development and academic achievement.
5. Develop awareness of different teaching and learning styles shaped by cultural differences and create strategies to address these differences.
6. Understand theories of second language acquisition and methodologies for teaching English as a Second Language and teaching within a bilingual classroom.
7. Research about a broad range of topics and issues related to bilingual/bicultural education, history, politics, theory and practice.
8. Understand Jesus' teaching methods to culturally diverse communities.

How we will study?

Instructional Strategies/Methodologies

In this course you will view some online video presentations and other multimedia material, complete readings, participate in discussions with peers and the professor, attend live class meetings to refine knowledge, complete individual and group projects, analyze articles, and write reaction papers on specific topics discussed as part of the course.

Technology Use

You are expected to actively participate in learning experiences through various technology media and prepare quality work. Basic competencies in word processing, web browsing, and email are required to successfully complete the assignments of the course.

Policies – How to make the most of this class

Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click here. Be aware that you will be accountable for the provided information.

Writing Center

The Writing Center provides online writing support for graduate and undergraduate students enrolled in online courses. Writing tutors meet with students synchronously online using the appointment scheduler's built-in online consultation module. To schedule a free 45-minute appointment, visit https://southern.mywconline.com or call 423.236.2014. Visit www.southern.edu/writingcenter for hours and additional information.

Absences and Make-Up Work

Participation and on-time submission of weekly assignments is required for this course. In special circumstances that might hinder student participation or on-time submission of assigned work, special arrangements must be made in advance with the professor.

Course Evaluation

Near the end of the semester, you will need to evaluate this course. Southern Adventist University requires all students enrolled in courses, on campus or online, to complete a course evaluation providing honest feedback that can be used to improve the quality of the academic program.

You may access this evaluation at http://myaccess.southern.edu. Log in using your SAU e-mail name and password, and then select Course Evaluation. All comments and evaluations are completely anonymous and the results of these course evaluations are made available to professors only after grades are submitted to the records office.

Disclaimer

As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified in writing and face-to-face, in class, if/when any changes are made.

Feedback

As professor, I welcome any feedback you might have during the semester to help you better learn the concepts needed for this course. Any comments or suggestions can be shared with me by phone, video

conference during office hours, or email. To facilitate communication, all class members are encouraged and expected to regularly check their Southern email account and class announcement link on the eClass course. All eClass announcements posted to the class will be considered public class announcements. When communicating with the professor via email, students can typically expect a response within 24 hours (except between Friday sundown to Saturday sundown). Submitted class work will be graded within the seven (7) days of submission.

Assessment Plan

For this course, students will earn points for participating in discussion boards and completing course assignments. Discussion board assignments are worth up to 5 points each. Successful on-time submission of assignments is worth 20 points each, and final project at the end of the semester is worth 80 points. Five additional points are given at the beginning of the class as part of class introduction and 10 bonus points may be given at the end of the semester for participating in the weekly "Praise and Prayer Requests" forum.

On-time submissions are considered to be no later than 11:59 pm of the due date assigned for each assignment. Late work will be penalized with 10% of the earned grade.

The grading scale that is used for this course is:

Grading Scale			
The following Grading Scale will be used:			
A	93-100% (195-210 points)	C	73-77% (153-162 points)
A-	90-92% (189-194 points)	C-	70-72% (147-152 points)
B+	88-89% (184-188 points)	D+	68-69% (142-146 points)
B	83-87% (174-183 points)	D	63-67% (132-141 points)
B-	80-82% (168-173 points)	D-	60-63% (126-131 points)
C+	78-79% (163-167 points)	F	59% & below (below 125 points)

Assignments

A detailed description of each assignment can be found on each module in the eClass portal. A full list of all assignments is located in the resource folder.

Rubrics

Copies of rubrics for each assignment and discussions can be found on the resource folder of the eClass portal.

Tentative Course Schedule/Calendar

	Dates	Topic	Reading Assignments	Activity	Points
Week 1	5/31-6/5	Characteristics of Multicultural Education	Banks 2 – 38 Shin Ch. 1	Live Zoom Session Discussion Assignment 1	5 5 20
Week 2	6/6-6/12	Social Class and Religion	Banks 42-76 Shin Ch. 2	Live Zoom Session Discussion Assignment 2	5 5 20
Week 3	6/13-6/19	Race and Education	Banks 151-186 Shin Ch. 3	Live Zoom Session Discussion Assignment 3	5 5 20
Week 4	6/20-6/26	Language Diversity and Schooling	Banks 188 -206 Shin Ch. 4	Live Zoom Session Discussion Assignment 4	5 5 20
Week 5	6/27-7/3	Equality for Students with Disabilities	Banks 213 – 231 Shin Ch. 5-6	Live Zoom Session Discussion Assignment 5	5 5 20
Week 6	7/4-7/10	Communities and School Improvement	Banks 275 – 293 Shin Ch. 7-8	Live Zoom Session Discussion Assignment 6	5 5 20
Week 7	7/11-7/17	Classroom Assessment and Diversity	Banks 295 – 306 Shin Ch. 9-10	Live Zoom Session Discussion Assignment 7	5 5 20