Civil Right & Multicultural Issues in Education - Winter Term 2015

Wednesdays 2:00 -4:50/ NSH 209/CRN 32517

We learn simply by the exposure of living, and what we learn most natively is the tradition in which we live.

David P. Gardner, *Vital Speeches*

**INSTRUCTOR:** Christy Stevens

**OFFICE HOURS:** Tuesdays: 10:30 – 11:00

Fridays: 11:00 – 12:00

Also by Appointment

**OFFICE:** LM 128

**CONTACT INFORMATION:** (w) 541-917-4918 (h) 541-753-4353

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**INSTRUCTOR WEBSITE**

Go to LBCC homepage. Click **QuickLinks**, click **Instructor Websites**, click **Stevens**

Students can access the **ED/CFS Department website** from my instructor website. This site includes information and links about advising, the teaching field, and employment.

### COURSE DESCRIPTION

Examination of the context of working with students, schools, communities and workplaces. Students will consider the diversity of learners’ and learning cultures, (e.g. urban, suburban, rural). The diversity among learners within those different cultures, and the difference of culture on one’s learning will also be explored.

**LEARNING OUTCOMES FOR ED 219**:

1. Examine the social construction of identity.
2. Describe the ways in which one’s culture influences the workplace.
3. Name events and policies that emerged from the Civil Rights Movement of the United States.

**REQUIRED TEXT:**

Noel, Jana. (2008) *Developing Multicultural Educators*, Long Grove, Illinois. Waveland Press.

**NOTE:** Copies of the text are on reserve in the library. Students can check them out for two-days or two-hours. Students might consider using the book-size scanner located in the library copy room. There is no charge to use this machine and it can scan a chapter as a PDF. Once completed, students can e-mail the PDF to their e-mail account from the scanner.

**HOW TO BE SUCCESSFUL IN THIS CLASS**

* Attend class.
* Be prepared for class by reading the textbook chapters when assigned. Classroom experiences will be richer for you when you have background information about the subject.
* Challenge your own taken-for-granted notions *and* let the instructor challenge your own taken-for granted notions.
* Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and a class member.
* Learn how to ask clarifying questions and be a coach for your classmates
* When confused, challenged, frustrated or having an “aha” moment visit the instructor during her office hours.
* Be engaged and work from your stretch zone. You will get out of this class what you put into it.

**Note:** Classroom experiences are designed to build on and extend the readings from the text.

**EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT**

Your instructor makes the following assumptions that you as a student are able to already:

* Write papers
* Use grammatically correct writing functions
* Use word processing programs
* Send documents via e-mail attachment
* Read a textbook and synthesize ideas
* Read a text and understand the author’s ideas and talk to other’s about the ideas whether you personally agree with them or not
* Listen and converse with those who do not think the same as you

**SUBMITTING ASSIGNMENTS VIA E-MAIL or LEAVING THEM IN THE INSTRUCTOR’S BOX**

* My preference is for you to turn in hard copies of assignments in class. If you forget an assignment, you can leave it in my box in LM 101. Three secretaries work in this office and they will show you my box. Their names are Linnea, Leann, and Dawn and you should be very nice to them☺
* **If you submit an assignment via e-mail, it must be sent as a Microsoft Word or PDF attachment. This is my least preferred way of receiving assignments☺**

## LATE ASSIGNMENTS

All assignments should be turned in on time. During the course of the term, you will be allowed to turn in two response logs after the due date. The following rules for late assignments apply:

1. You must use your late coupon.
2. The assignment must be turned in during the five-day period (excluding weekends) after it was originally due. For example, if the assignment is due on Friday, you have until the next Friday to complete and submit the assignment. Holidays and absences do not affect the submission of late work.
3. Late coupons may not be used on any assignments due on and after the Friday of the ninth week.
4. Late coupons cannot be used for participation points

**EXTRA CREDIT OPPORTUNITIES**

**What:** The Unique Challenges of Students with Developmental Disabilities Panel Discussion (Facilitated by LBCC Students)

**When:** Thursday, February 19, 2015

**Where:** DAC

**To Earn the Extra Credit Points**: Write a response log focused on this event and turn in by Thursday, February 26th

**Your unused late coupons may be turned in for extra credit. Unused late coupons are worth one percentage point each. Points are added to your final grade. Submit Late Coupons during Week 10 class.**

### COURSE REQUIREMENTS

Autobiography 100 points

### Response Logs (5 @ 50 points each) 250 points

Class Participation (10 @ 30 points each) 300 points

Field Experience Oral Presentation 100 points

Field Experience Synopsis 100 points

Unity Celebration 150 points

1,000 points

### GRADING

900 - 1000 points = A

800 - 999 points = B

700 - 799 points = C

500 - 699 points = D

499 points and below = F

**CLASS PARTICIATION POINTS**

Students will earn participation points at each session of class. Participation points cannot be made up.

**P/NP option or withdraw: Notify registration by 7th week of class.**

**VETERANS**

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**RESOURCES**

Many resources such as the Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described within the *LBCC Catalog*.

You should meet with your instructor during the first week of class if

* you have a documented disability and need accommodations,
* your instructor needs to know medical information about you, or
* if you need special arrangements in the event of an emergency.
* if you think you may need accommodation
* If you think you may need accommodation services, please, contact ​ the Center for Accessibility Resources, 917-4789.

**NOTE: The instructor reserves the right to make changes in the course syllabus.**

**Schedule of Assignments**

**All assignments are due on the Wednesday class meets except for the Autobiography. This assignment is due on Monday October 6, 2014 by 2:00 p.m. Please leave the assignment in my box (LM 101) or send as an e-mail attachment. I will send a confirmation e-mail upon receipt of your autobiography.**

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| **Week** | **Assignments Due** | **Theme/Guests** |
| 1 | * None * Autobiography & 6-Word Memoir - due on 1/12/15 (**Monday)** | Self-Identification |
| 2 | * Read Chapter 1 - due on 1/14/15 (**Wednesday)** | Concepts of Culture  Tour: DAC (Diversity Achievement Center) @ 2:10 |
| 3 | * Chapter 1 Reading Response Log * Read Chapter 4 | Classroom Orientations and Learning Styles |
| 4 | * Chapter 4 Reading Response Log * Read Chapter 2 | Stereotyping, Prejudice & Racism  Guest: Dana Emerson @ 2:00 |
| 5 | * None | Chapters 1,2 & 4 Round-up |
| 6 | * Chapter 2 Reading Response Log * Read Chapter 3 | Immigration & Imposition  Guest: Javier Cervantes  3:30 – 4:45 |
| 7 | * Chapter 3 Reading Response Log * Read Chapter 5 | Identity Construction Process |
| 8 | * Chapter 5 Reading Response Log * Unity Celebration | Fireside Room 4:00 – 6:00 |
| 9 | * Multicultural Field Experience Presentations | Making connections – learning from each other  Civil Rights |
| 10 | * Multicultural Field Experience Presentations | Making Connections – learning from each other  Civil Rights |