Moberly Area Community College  
Common Syllabus  
EDU233 Multicultural Education  
Current Term

Instructor:  
Office Number:  
Office Hours:  
Contact Information:  
Classroom Number:  
Class days and time:

Catalog Description: EDU233 Multicultural Education (3-0-3)  
This course is designed to examine the multicultural context of education and prepare students to understand and teach learners from diverse backgrounds, with diverse characteristics, and with differing social identities. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, social justice, and democratic citizenship.

Prerequisite: LAL101 Composition I

Text(s):  
Title: Diversity & Equity in the Classroom  
Author: Pang  
Edition: 1st Edition 2018  
Publisher: Cengage  
ISBN: 978-1-3053-8647-1

Title: The Immortal Life of Henrietta Lacks  
Author: Skloot  
Edition: 10th Edition  
Publisher: Penguin  

Other Required Materials: An open mind  
An electronic/digital storage device  
Your MACC email address which you check on a regular basis  
The ability to access Canvas on a regular basis.

Purpose of Course: The purpose of this course...

Course Objectives: Upon successful completion of this course, students should be able demonstrate the objectives listed below. Acquisition and retention of these objectives are dependent on the
student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards and the Missouri Standards for the Preparation of Educators (MoSPE). The students will:

1. Demonstrate an understanding of cultural diversity and the potential for bias in teaching (MoSPE/MIPEC 1A5).
2. Demonstrate an understanding that students from differing cultural backgrounds may differ in their approaches to learning (MoSPE/MIPEC 2A4).
3. Explain how students’ language, culture, family, and community impact learning (MoSPE/MIPEC 2A6).
4. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (MoSPE/MIPEC 3A2).
5. Identify instructional strategies that promote critical thinking and problem solving (MoSPE/MIPEC 4A1).
6. Recognize how culture and social identity influence the effective use of principles of classroom management, motivation, and engagement (MoSPE/MIPEC 5A1).
7. Recognize the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning (MoSPE/MIPEC 5A3).
8. Recognize the need to be sensitive to student differences in communication (MoSPE/MIPEC 6A2).
9. Recognize ethical practices and the influence of district policies and school procedures on professional practice (MoSPE/MIPEC 8A3).
10. Recognize the availability of basic services in the school and community to support students and their learning (MoSPE/MIPEC 9A2).
11. Recognize the importance of developing relationships with students, families, and communities in support of student learning (MoSPE/MIPEC 9A3).

Course Content:

1. Understanding Diversity
   A. Our multiple cultures and identities
      1. Race and ethnicity
      2. Socioeconomic class and mobility
      3. Gender and gender identity
      4. Sexual orientation
      5. Religion
      6. Ability
      7. Recent immigrants and refugees
      8. School cultures and cliques
   B. Prejudice and discrimination

2. Equity, Social Justice, and Democracy
A. The social and educational cost of the “-isms”
B. Education and social justice
C. Diversity, education, and democracy

3. Educating with Diversity in Mind
   A. Safe and inclusive classrooms
   B. Connecting to the community
   C. Student empowerment
   D. Cultural responsiveness and academic achievement
   E. Diversity and educational policies

Assessment of Student Learning: Students will be provided opportunities to demonstrate their understanding of and ability to meet course objectives in a variety of assessments experiences. Many of these experiences will be performance-based, some will have timed components. These experiences will allow students to communicate not only what they have learned from the readings and from the classroom experience, but also what they can DO with that information related to teaching.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3-credit hour class.

Description of Major Assignments: Required Assignments – Detailed handouts will be provided in class. One copy of each assignment completed should be turned into the instructor for grading. STUDENTS MUST RETAIN A DUPLICATE COPY OF MAJOR PROJECTS FOR THEMSELVES AS POSSIBLE ARTIFACTS TO INCLUDE IN THEIR PRELIMINARY CANDIDACY PORTFOLIO. The following provides a brief description of each category.

1. Reflection/Analysis/Writing
   A. Reactions to Readings -as assigned
   B. Reflection Papers -1 to 2 pages on specific concepts.

2. Assessment
   A. Quizzes (Some of which will be announced.)
   B. Tests
   C. Final Exam

3. Annotated Bibliography – Submitted at the end of the semester as a single document.
   A. Book Reflection
B. Five entries related to Peer Reviewed Academic Journal articles
   1. Culture
   2. Race
   3. Social Biases
   4. Language
   5. Choice of topic.

Schedule of Student Assignments/Activities: Per instructor

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook*, G.020). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance. Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the
first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<td><strong>Virtual Course</strong></td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| **Hybrid Course**  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| **Online Course**   | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, G.040)*

**Tardiness:** Per instructor policy

**Make up and late work:** Per instructor policy

**Extra credit work:** Per instructor policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support
resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.