

**ED 219 - Civil Rights & Multicultural Issues in Education**  
**Fall Term 2016/CRN 21274**  
**Mondays & Wednesdays/8:30 - 9:50/IA 231**

**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:** 10:30 -11:30 on Mondays/Also by appointment

**Office Location:** LM 127

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**E-mail:** [steven@linnbenton.edu](mailto:steven@linnbenton.edu)

**Final Exam:** Monday, December 5th, 8:00 - 9:50

**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 influence of culture on one's learning will also be explored.

**Learning Outcomes for ED 219**

1. Describe the ways in which one's culture influences the workplace.
2. Examine the social construction of identity.
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 hours or two days.

### **How To Be Successful In This Class**

1. Attend Class
2. 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.
3. Challenge your own taken-for-granted notions and let the instructor challenge them as well.
4. Review the syllabus and learn the policies and procedures for this class. Understand your rights and responsibilities as a student and a class member.
5. Learn how to ask clarifying questions and to serve as a coach for your classmates.
6. When confused, challenged, frustrated, or having an "aha" moment visit the instructor during her office hours.
7. Be engaged and work from your stretch zone. You will get out of this class what you put into this class.
8. Complete the assignments!

### **Expectations About Your Skills and Abilities as a Student**

1. Write papers using grammatically correct writing functions
2. Send documents via Turn It In
3. Read a textbook or article, listen to a guest speaker, or watch a video clip and synthesize ideas and be able to talk about those ideas whether the student personally agrees with them or not
4. Listen and converse with those who do not think the same as the student

### **Submitting Assignments**

All assignments will be submitted via the Turn It In anti-plagerism software.

### **How Do I Know What My Grade In This Class Is?**

The Turn It in program contains a computerized gradebook. As soon as the instructor grades your assignments, the assignments will post to the gradebook.

## 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 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 or field experience assignments.

**Unused late coupons** may be turned in for **extra credit** during Week 10 of the term. Each coupon is worth one percentage point. Points are added to your final grade.

## Course Requirements

Autobiography	100
Response Logs (5 @ 50 points each)	250
Class Participation (20 @ 15 points each)	300
Field Experience Oral Presentation	100
Field Experience Synopsis	100
Final	<u>150</u>

## Grading

- 900 - 1000 points = A
- 800 - 899 points = B
- 700 - 799 points = C
- 600 - 699 points = D
- 599 points and below = F

## Class Participation Points

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

**Pass/No Pass option** or **withdrawal** from class: Notify registration by the 7th week of the term.

### **Veterans**

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

### **Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

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

**ED 219 - Schedule of Assignments/Class Themes**  
**Class meets every Monday & Wednesday.**

<b>Week</b>	<b>Assignments Due</b>	<b>Theme/Guests</b>
<b>1</b>	<b><u>Mon.</u> - None</b> <b><u>Wed.</u> - Profile Form (turn in paper copy)</b> - Set up Turn It In Account <b><u>Fri.</u> at noon: Autobiography (Turn It In)</b>	<b>Self-Identification</b>
<b>2</b>	<b><u>Mon.</u> - Read Chapter 1</b> <b><u>Thurs.</u>@ noon - Response Log Chapter 1 (Turn It In)</b>	<b>Concepts of Culture</b>
<b>3</b>	<b><u>Mon.</u> - Read Chapter 4</b> - Complete Felder Learning Style Test - <a href="http://www.engr.ncsu.edu/learningstyles/il_sweb.html">http://www.engr.ncsu.edu/learningstyles/il_sweb.html</a> <b><u>Wed.</u> - Read The Myth of Learning Styles</b> <a href="http://blogs.edweek.org/edweek/finding_common_ground/2014/04/the_myth_of_learning_styles.html">http://blogs.edweek.org/edweek/finding_common_ground/2014/04/the_myth_of_learning_styles.html</a> <b><u>Thurs.</u>@ noon - Response Log 4 (Turn It In)</b>	<b>Classroom Orientations and Learning Styles</b>
<b>4</b>	<b>Civil Rights Readings - Provided by Instructor</b>	<b>Civil Rights</b>

5	<b><u>Mon.</u> - Read Chapter 2 <u>Thurs.</u>@ noon - Response Log 2 (Turn It In)</b>	<b>Stereotyping, Prejudice, and Racisim</b>
6	<b><u>Mon.</u> - Read Chapter 5</b>	<b>Identity Construction Process</b>
7	<b><u>Thurs.</u> - <u>Thurs.</u>@ noon - Response Log 5 (Turn It In)</b>	<b>Identity Construction Process</b>
8	<b><u>Mon.</u> - Read Chapter 3 <u>Thurs.</u>@ noon - Response Log 3 (Turn It In)</b>	<b>Immigration &amp; Imposition Guest Javier Cervantes</b>
9	<b><u>Mon.</u> - Multicultural Field Experience Presentations <u>Wed.</u> - Multicultural Field Experience Presentations Assignments submitted through Turn It In.</b>	<b>Making Connections - Learning From Each Other</b>
10	<b><u>Mon.</u> - Multicultural Field Experience Presentations <u>Wed.</u> - Multicultural Field Experience Presentations</b>	<b>Making Connections - Learning From Each Other Tour DAC 11/28 (Mon.)</b>
Final	<b>Monday, December 5; 2016, 8:00 - 10:00; IA 231. Assignments submitted through Turn It In.</b>	