

Education 2222 – Multicultural Education and Human Relations in School

Career and Tech Education

SouthWest Metro Intermediate District 288

Concurrent enrollment from Normandale Community College

3 college credits, 2 semester credits for high school

Course includes: Intensive Writing, Speakers, Simulation, Discussion and Presentations

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Course Description: Multicultural Education and Human Relations in Schools introduces pre-service teachers to core concepts and approaches to multicultural education. The course includes issues related to student, family and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Students will learn culturally and linguistically responsive classroom strategies. Hierarchy of education with regard to privilege, equity and access to high quality education are addressed. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with today's diverse youth.

Major Content Areas:

- The importance of History, Language, and Culture of American Indian tribes of Minnesota in the classroom.
- The importance of History, Language, and Culture of various Immigrant Groups of Minnesota in the classroom.
- The importance of the Civil Rights movement and state of race relations in the classroom.
- How dominant discourse in society impacts classrooms and students.
- Primary and Secondary discourses of students and the impact of that diversity in the classroom.
- Critical Race Theory's application to the classroom
- MN Code of Ethics for teachers
- Inequity in learning opportunities for students across the State of Minnesota
- Instructional and classroom management strategies that are culturally and linguistically sensitive and effective

Methods Used For Evaluation of Student Learning:

- Reflection papers
- Quizzes
- Group Lesson Plans
- Presentations
- Mid-term/Final Exam

Course Materials:

Strategies for Culturally and Linguistically Responsive Teaching and Learning

Culturally and Linguistically Responsive Teaching and Learning

Orangreenia – a simulation

Relevant videos and articles

Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Identify and apply differences in approaches to learning and performance, including varied modes of learning, cultural impact on knowledge acquisition and multiple intelligences; and know how to design instruction that uses a student's strengths as a basis for continued learning.
2. Recognize and deal with dehumanizing biases, discrimination, prejudices and institutional and personal racism and sexism.
3. Apply the contributions and lifestyles of the various racial, cultural and economic groups in our society to the classroom.
4. Demonstrate the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture appropriately in the classroom.
5. Apply knowledge of community and cultural norms.
6. Demonstrate a sophisticated awareness of how culture, technology and resource equity shape learning experiences.
7. Demonstrate how social groups function and influence people, and how people influence groups.
8. Apply how cultural and gender differences can affect communication in the classroom.
9. Demonstrate effective verbal, non-verbal, and media communication techniques.
10. Demonstrate effective listening techniques.
11. Foster sensitive communication by and among students in the classroom.
12. Recognize how students differ in their approaches to learning and create learning opportunities that are adapted to students with diverse backgrounds and exceptionalities.
13. Through effective classroom management techniques, create an atmosphere of mutual respect and a sense of belonging in the classroom.
14. Apply all knowledge in outcomes above to the classroom setting and their individual students within specific classrooms.

Grading

Quizzes – 20%

Reflection papers – 20%

Active participation – 20%

Presentations – 20%

Midterm/Final Exam – 20%

Assignments

Chapter Readings

1. Defining Culturally and Linguistically Responsive Pedagogy
2. Pedagogy of Culturally and Linguistically Responsiveness
3. Responsive Classroom Management
4. Responsive Academic Literacy Instruction
5. Responsive Academic Vocabulary Instruction
6. Responsive Academic Language Instruction
7. Creating a Responsive Learning Environment

Reflective Essays and Journals

Chapter Quizzes

Topic Presentations

Midterm and Final Exam