Marquette University – College of Education

Critical Inquiry into Contemporary Issues:

Developing a Knowledge-base for Teaching in a Diverse Society

EDUC 3240 – Fall, 2009

Schroeder 132, 11:00 – 12:15

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Required Texts

- ⇒ Banks, J. & McGee Banks, C. A. (2007). *Multicultural Education: Issues and Perspectives. 6th Edition.* Danvers, MA: Wiley/Jossey-Bass Education.
- ⇒ *Rethinking our Classrooms: Teaching for Equity and Justice, Vol 1*, *New Edition*. (2007) Rethinking Schools Publication.
- ⇒ Other required readings will be available electronically on the D2L course web site. This site will also be used for various administrative tasks (e.g. discussion forum, assignment submission and grading, group coordination, quizzes).

Course Overview

This course presents a critical social analysis and critique of current issues in elementary and secondary education. As our democratic nation becomes more culturally diverse, educators benefit from critically examining the history and current practice of compulsory education. Teaching can be understood as a process of critical social critique and inquiry. Using communication, critical reflection, and current technology, EDUC 3249 conducts this critique around multiple dimensions of diversity. Prerequisite: EDUC 008/1210

Developing teachers as agents of critical inquiry, social justice, and activism is central to this course and to the teacher education program of Marquette University. At the end of the course, students will have a better understanding of the complexity of schooling in today's increasingly diverse society and a clearer understanding of teaching for social justice and of engaging in the activism required for meaningful educational change.

EDUC 3249 fulfills the Diverse Cultures requirement of the Core Curriculum, and is part of Marquette's "Manresa Project for the Theological Exploration of Vocation." The vocational discernment explored in this course is personal response to the call to activism in society.

Intended Learner Outcomes:

Through this course participants will…

1. Develop a clearer sense of social and policy issues affecting education in America. Particular focus is given to the following topics:

   Critical pedagogy — *Gender/Sexual Diversity & Schooling*
   Culture & Schooling — *Bilingual Education / Linguistic diversity*
   Race & Schooling — *Stratification: Testing/Tracking*
   Class & Schooling — *School Choice/Vouchers*
2. Understand how these social and policy issues impact students and families across multiple dimensions of diversity.
3. Incorporate quantitative reasoning skills to better understand inequity in schooling.
4. Reflect on personal experiences in relation to these social and policy issues.
5. Explore classroom, school, and community responses to inequities and injustices associated with multiple dimensions of diversity.
6. * Identify differences and similarities in communication, values, practices, and beliefs between one's own culture and other cultures.
7. * Explain how categories of human diversity (such as race, gender, ethnicity, and disability) influence personal identities and can create structural and institutional inequity.
8. * Critically reflect upon one's personal and cultural presuppositions and how these affect one's values and relationships.

**Note: these outcomes are identified as Common Core Diverse Cultures Outcomes*

Student Responsibilities:

Grade component	*Percent of final grade*	*Due Date*
1. Attendance / Participation	10%	Ongoing
2. Reflective Journals (5)	10%	Throughout semester
3. Quizzes / Exams (5)	40%	Throughout semester
4. Critical Issue Presentation	20%	Throughout semester
5. Critical Issue Paper	20%	10/8 or 11/12

All work will be done with academic integrity as described in Marquette University Policy (http://www.marquette.edu/rc/academichonesty.shtml).

A = Excellent (94 – 100%) — AB = 90 – 93%
B = Satisfactory (84 – 89%) — BC = 80 – 83%
C = Minimally acceptable (70 – 79%) — F = Failure (below 70%)

Unless prior arrangements have been made, late assignments are downgraded a point per day.

Attendance / Participation (10% of grade)

Given that most learning takes place via discussion, activities, and other experiences in the classroom, please attend all class sessions, arrive on time, and stay the entire class. Participation in class requires coming prepared and will include leading discussions, role-playing, and actively listening to colleagues. Successful class discussions involve tolerance and respect for the diversity of opinions expressed by your colleagues.

Participation and attendance will be graded pass/fail daily. An unexcused absence or weak participation results in failing grade. Three failing grades in participation / attendance results in a reduction of one letter grade in this area and a mandatory conference. Additional failing grades may result in a reduction of two letter grades or removal from the course.

Reflective Journals (10% of grade)
Five times throughout the semester students will submit reflective journal entries. These entries will be in response to guiding questions. Entries will typically be a few paragraphs long (max= 750 words). These will be submitted online in the survey section of D2L, and graded pass/fail.

Formal Assessments (40% of grade)
Students will be assessed through 3 quizzes and 2 tests (midterm, final exam). These assessments will focus on content knowledge and understanding of the issues from readings and class discussions.

Critical Issue Presentation (20% of grade)
Students will research and conduct a class presentation and activity on a core issue. Comprehensive directions and scoring rubrics for this presentation are in Appendix A.

Critical Issue Paper (20% of grade)
Students will independently write a research paper on another issue. Comprehensive directions and scoring rubrics for this paper are in Appendix B.

Critical Issue	Presentation	Paper
Race	9/22	10/8
Class	9/29	10/8
Gender / Sexual Diversity	10/8	10/8
MIDTERM		
Stratification	10/27	11/12
Linguistic Diversity	11/5	11/12
School choice / vouchers	11/12	11/12

Guiding ethos: This course is aligned with the mission of the School of Education, which promotes an Ignatian view of educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice.

Inclusion: This course is conducted in a manner that affirms the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class (Marquette University, 2006).

Accommodations. Contact me regarding any accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. I will maintain the confidentiality of information you share with me.

Campus resources. If you have questions about campus policies and services you may wish to contact the Marquette Office of Disability Services, Alumni Memorial Union room 317 (www.marquette.edu/oses/disabilityservices/index.shtml; 414-288-1645)

Tentative Schedule

BB = Banks and McGee Banks; RTC= Rethinking Our Classrooms; D2L = Electronic Copy

Date	Topics	Reading	Assignments / Guests
9/1	Introduction to the course		
9/3	Public/Private Action	D2L- Loeb, 1999 D2L - Parker, 2005	Journal 1 (Due 9/5)
9/ 8	Critical Pedagogy	D2L - Wink (2-4) BB- Nieto (ch. 16)	
9/10	Critical Pedagogy	D2L - Niesz, 2006; D2L -Zimmett, 1989	
9/15	Culture and Schooling	BB- Erikson (ch. 2) D2L - Bennett, 2003	Quiz 1
9/17	Culture and Schooling	D2L - Bowers, 1984	
9/22	Race and Schooling – Students present	BB- Grant (ch. 3) RTC- Hilliard - p. 152.	
9/24	Race and Schooling	BB- Ladson-Billings Ch 9. D2L - Nieto (ch. 3)	Journal 2 (Due 9/26)
9/29	Class & Schooling – Students present		Quiz 2
10/1	No class meeting - release time to conduct online research assignment (from 9/29)		
10/6	Class & Schooling	BB- Persell Ch. D2L- Biddle	Present findings from research
10/8	Gender/ Sexual Diversity & Schooling – Students present		Critical Issues Papers (A)
10/13	Gender/ Sexual Diversity & Schooling	BB Sadker, Ch 6	
10/15	Review Gender, Class, Race		
10/20	Midterm Exam	Midterm Exam –Raynor, Second Floor, Computer room Journal 3 (Due 10/21)	
10/22	*FALL BREAK*		
10/27	Stratification– Students Present	RTC- Karp D2L- Hurwitz & Brooks	
10/29	Stratification	D2L- Loveless & Oakes	

11/3	Stratification	RTC- Bigelow	
11/5	Bilingual Ed / Linguistic Diversity Students Present	BB- Stritikus Ch 12 D2L- Wong-Fillmore D2L- Slavin	
11/10	Bilingual Ed / Linguistic Diversity	RTC- Christensen D2L- Delpit (2001)	Journal 4 (Due 11/11)
11/12	Vouchers/School Choice Students Present	D2L- Lowe D2L- FAQs-School Choice" D2L- WEAC	Critical Issues Papers (B) Quiz 3
11/17	Vouchers/School Choice	D2L- Coons	
11/19	No class meeting – release time for research paper work		
11/24	Ideas for Policy Reform	D2L- Nieto Ch.11	Journal 5 (Due 11/24)
11/26	*THANKSGIVING BREAK*		
12/1	What is Excellent Teaching? What is socially just teaching?	D2L- Cochran-Smith	
12/3	Research Papers Due	D2L- Loeb: Ch 12	
12/8	Review for final exam		
12/10	Final Exam	Raynor, Second Floor, Computer Room	

Appendix A:

Critical Task #2 Oral Demonstrating Effective Use of Verbal, Non Verbal, and Media Communication

Standard Addressed:
Wisconsin Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.4 The teacher understands and can use effective verbal, nonverbal, and media communication techniques.

Task Description: The candidate will work with a group to create a Critical Issue Presentation using effective verbal, non-verbal, and media communication techniques.

The presentation will involve both presenting material and engaging the class in an activity. To find materials for this, **start with class readings**, then conduct further research, perhaps using a research consultation (http://www.mu.edu/library/training/consultations.html). Locate an aspect of the topic you find particularly interesting or controversial for your activity/discussion/debate. I am available to meet with teams to help discuss specific plans.

Your presentation should be approximately 20 minutes; Debate/discussion/activity should be approximately 20 minutes. Your total time is capped at 45 minutes. Plan your time carefully.

Directions

1. Cooperate with your pre-assigned inquiry team to create a presentation/activity-discussion-debate on an interesting/controversial aspect of your assigned critical issue.
   Race & Schooling (9/22) *Class & Schooling (9/29)*
   Gender/Sexual Diversity & Schooling (10/8) *Stratification (10/27)*
   Bilingual Education / Linguistic diversity (11/5) *School Choice/Vouchers (11/12)*
2. Use a variety of pedagogical strategies to give your classmates a clear picture of your topic and the controversies/issues surrounding it (lecture, presentation, activities, simulation, game). Use mass media clips, legislation, or current cases to spark class interaction around this issue.
3. You must contextualize or frame the issue from multiple perspectives, including perspectives of those most affected by the issue.
4. You must incorporate quantitative data (e.g., graphs, charts, statistics) to illustrate the nature of the issue you are presenting, with sufficient explanation to help classmates see the meaning and implication of these data.
5. Consider and discuss the how students across multiple dimensions of diversity are affected by the issue in relation to schooling. Be sensitive to within-group differences as well as generalities.
6. Each member of the group should participate fully. You may wish to divide the presentation into segments, and have one member primarily responsible for each segment. However, the group is assessed together.

Specific Products:

1. Create a fact sheet that provides the important basic information that will help your classmates during the activity/discussion/debate.

2. Create a comprehensive concept map depicting major themes or concepts of your presentation and their connections. You can create either a hard copy or an electronic version of this concept map.
3. Create an activity that will engage the class on the material presented (e.g. debate, discussion, quiz show format, etc.).

Some points to remember:

- Use good communication practices to engage your classmates in the presentation/discussion (See Critical Task 2 Rubric)
- Keep your primary focus on pedagogy or policy in your presentation.
- Contextualize the issue from multiple perspectives.
- Combine technology, lecture, and interaction to communicate information on your topic and the controversies surrounding it. Engage the class.
- Give students opportunity to discuss freely, but guide the discussion to the key questions and lead the total activity towards a summarizing completion.

Questions regarding the use of statistical data for each TOPIC:

1. Classism and Schooling. What quantitative demographic data point to classism in U.S. school districts? How does classism affect students' experience of schooling? Include charts, diagrams and evidence of understanding the background for classism in our schools.

2. Gender/Sexual Diversity & Schooling. How does demographic data present issues of gender and sexual diversity in schools? How do we interpret these? How do gender/sexual diversity affect students' experience of schooling? What do these data suggest about equity in schooling? Include charts, diagrams and evidence of understanding the background for gender and sexual diversity in our schools.

3. Stratification: Testing/Tracking. What do these findings suggest about testing and tracking in schooling in the Milwaukee area and in the U.S. at large? How does stratification affect students' experience of schooling? Include charts, diagrams and evidence of understanding the background for testing and tracking in our schools.

4. Bilingual Education. What are the various types of bilingual programs in the U.S.? How well are these programs funded? How do cultural and linguistic diversity affect the quality of education in the U.S.? How does bilingual education affect students' experience of schooling? Include charts, diagrams and evidence of understanding the background for bilingual education in our schools.

5. School Choice/Vouchers. Which schools are choice schools in the Greater Milwaukee area? How does this compare or contrast with national trends? How does the voucher program function in Milwaukee schools, the state of Wisconsin, and other areas of the U.S.? Compare and contrast these types of voucher programs. Show statistical differences between voucher-supported schools and other public schools in the Milwaukee area. How do school choice/vouchers affect students' experience of schooling? Include charts, diagrams and evidence of understanding the background for school choice and vouchers in schools across the U.S.

EDUC 148: Critical Issues Presentation/Activity-Debate-Discussion Rubric (200 pts)

	Unsatisfactory	Satisfactory	Exemplary
Content Presentation (30 pts)	-Inaccurate, incomplete info -Limited focus on pedagogical/policy -Lacking creativity	-Most correct, missing some important aspects -Focus on pedagogical/policy; not current -Somewhat creative, engaging	-Accurate, complete information. -Connected to current pedagogical/policy issues in education. -Contextualized in previous overview -Creatively, engagingly presented
Group Affected (30 pts)	-Minimal inclusion o group affected. -Lacking multiple perspectives. -Broad generalities -No connection to assimilation, etc	-Group perspective/ experience included. -Some contrasting perspectives -Some attention to acculturation assimilation/pluralism -Some recognition of within group differences	-Group perspective/experience included -Accurate contrasting perspectives included. -Clearly connected to acculturation/ assimilation/ pluralism issues. -Sensitivity to within group differences.
Use of Media/ Technology (15 pts)	-Minimal use of media/technology -Unprofessional appearance -Several errors	-Use of media/tech to present ideas. -Suitable appearance. -Minimal errors.	-Powerpoint, media, literature, current events, etc used creatively to engage students in topic. -Professional appearance - Error free and clearly written
Concept Map/Fact Sheet (10 pts)	-Concept map missing, late, or minimal -Fact sheet missing, minimal, or too long. -Several errors	-Key ideas shown with connections. -On time -Sufficient amount of facts -Minimal errors/wordiness, etc.	-Key ideas of presentation clearly shown with and connections. -Given to instructor 2 days in advance. -Fact sheet concisely includes important info for student discussion: --Issue summary & key definitions --Key legislation & players --Pro/Con arguments --Resources for further study -Error free and clearly written
Organization (30 pts)	-Ideas presented as disjointed collection. -Poor time mngt.	-Ideals logically arranged but lacking explicit connections -Unevenly distributed time	-Ideas flow logically and clearly, with clear connections/transitions. -Balanced use of time
Activity (40 pts)	-Not engaging, creative. -Doesn't further understanding -Student engagement not supported -Lack of multiple perspectives -Either too free or too directed. -No clear summary	-captures issue, but not too engaging. -Furthers student understanding. -Some student engagement encouraged. -Multiple perspectives included -Efforts made to keep student freedom and leader guidance balanced. -Summary given	-Creative, engaging activity, clearly capturing the controversy. -Solidifies, increases students' understanding of issue -Encourages student engagement through discussion, using good questions, probing feedback, encouragement. -Thorough exploration of multiple perspectives -Skillful balance between free discussion and leader guidance. -Clear summary
Communication Individually (25 pts)		See Critical Task 2 Rubric,p. 9 of this syllabus	
Teaching methods (20 pts)	-Unbalanced use of time. -Questions/feedback don't engage. -Insensitivity.	-balance lecture, discussion, activity - questions, feedback to engage classmates. -Some sensitivity to cultural/gender communication	-Balanced combination of lecture, discussion, activity -Consistent engagement of classmates via questions, response, activities. -Sensitivity to cultural/gender communication

Scoring Rubric Critical Task #2 Oral Presentation (EDUC 148)

	Unsatisfactory	Satisfactory	Exemplary
Standard 6.4 Verbal Communication Skills – vocabulary used in presentation	Makes errors in word choice, demonstrates limited vocabulary.	Chooses words appropriate for topic and audience.	Is articulate, demonstrates sophisticated knowledge and use of words.
Standard 6.4 Verbal Communication Skills – grammar and syntax used in presentation	Makes errors that interfere with meaning, uses non-standard patterns of communication.	Uses correct grammar and sentence structure to clearly convey meaning.	Uses conventions of language to communicate artfully.
Standard 6.4 Verbal Communication Skills –	Exhibits a verbal style which impedes meaning.	Is fluent, enunciates clearly, uses appropriate variations in rate and volume.	Skillfully uses changes in rate and volume to enhance meaning.
Standard 6.4 Non-Verbal Communication Skills – eye contact	Makes little or no eye contact.	Makes eye contact with all audience members.	Uses eye contact to skillfully establish relationship with the audience.
Standard 6.4 Non-Verbal Communication Skills – gestures	Appears inhibited, restricted.	Uses gestures appropriately.	Effectively uses gestures to enhance meaning, engage the audience.
Standard 6.4 Non-Verbal Communication Skills – appearance	Appears ill at ease, uncomfortable, may be unaware of distracting habits.	Appears self-assured, confident.	Appears enthusiastic, poised, able to relate to others different from self.
Standard 6.4 Media Communication – visual appeal	Media presentation uses very little visual variety; media contains distracting elements; media uses too much text.	Media presentation uses a variety of visuals; media elements add to presentation; media uses appropriate mix of text and visual.	Media presentation uses interesting variety of visual elements; media uses a creative mix of text and visual.
Standard 6.4 Media Communication – Use of technology as a tool to enhance presentation	Media presentation is unorganized and difficult to follow; speaker reads the media presentation from the screen or monitor.	Media presentation is organized and clear; speaker uses the media presentations as a reference and supportive visual aid.	Media presentation is organized, creative, and fresh; speaker uses the media as a tool to enhance the presentation.
Standard 6.4 Media Communication – content of material is appropriate to and enhances presentation	Media presentation includes content that is irrelevant, inappropriate, distracting; important content is missing from the presentation.	Media presentation includes content that is appropriate and supportive of content; content used is adequate for the presentation.	Media presentation includes interesting, significant and challenging content; content used is valuable to the presentation.

Student Name: _____ **ID:** _____

Evaluator 1: **Scanlan**

- o Demonstrates Mastery (All ratings are satisfactory or exemplary.)
- o Does Not Demonstrate Mastery (One or more ratings are unsatisfactory.)

Appendix B: Critical Inquiry Paper Instructions

For this paper your team will be assigned a topic that is different from your presentation/ discussion/ debate topic. Each member of the team will individually write a paper, analyzing and discussing relevant information regarding the topic using the following criteria:

1. Each team member will identify and define the issue from a specific perspective: historical, philosophical, pedagogical/curricular, or policy/ governance/legal;
2. Using this perspective, identify the cultural and social inequity for the ethnic/ cultural/ gender/ SES group(s) significantly affected by the issue in relation to schooling. Describe how their experience is related to acculturation/assimilation issues. Please be sensitive to within-group differences as you discuss generalities.
3. Discuss how your personal experiences might extend, inhibit, or contribute to your understanding of this issue and the cultural and social inequity perspectives discussed; and
4. Explain potential implications of this for you in your chosen field of work.

Start with class readings and other reserved readings, **and then move to your own research** of books, articles, or websites to write this paper. Again, a research consultation is recommended. Each component of the paper must be grounded in research or literature and be properly cited using APA style. (Max = 3000 words).

Criteria for Grading Rubric:

1) _____75 **pts.** Identify, define, and discuss the issue from one of these perspectives: historical, philosophical, pedagogical/ curricular, or policy/ governance/ law. Some topics will automatically include more than one of these perspectives; others can be limited to just one. The accuracy and depth of information is important.
2) _____**75 pts.** Using this perspective, identify the cultural and social inequity for an ethnic/ cultural/ gender/ ability group(s) significantly affected by the issue in relation to schooling. Include the relationship to acculturation/assimilation issues.
3) _____**55 pts** Discuss how your personal experiences might extend, inhibit, or contribute to your understanding of this issue and the cultural and social inequity perspectives discussed. If you have not had any experience with the issue, how does that lack of experience affect your understanding?
4) _____**55 pts** Based on what you have learned and discussed in sections #1-3, describe the effect on you as a teacher. What you do need to do to become a more effective teacher in this area?
5) _____**40 pts** You will also be graded on:
    - Clarity of organization
    - Clarity and quality of writing
    - Grammar and composition

This written assignment must be submitted in electronic form to a plagiarism detection website called Turnitin. Turnitin will check your submissions for originality. Your assignments become a permanent part of Turnitin.com database, but will not be used for any other purpose than checking for plagiarism. Links and directions for this are provided on the D2L site for the course.