Semester/Year: Fall 2006

Lecture Hours: On-line
Credit Hours: 3

Class Time: On-line

Instructor’s Name: Nancy Vreeland

Instructor's Contact Information: Office Phone: 1-800-442-2963
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Office Hours: 10:30 – 12:30 Monday - Friday

Course Description: This three credit course is designed to introduce students to the conceptualization, design, and implementation of a multicultural education that respects and honors diversity as well as promotes national unity. Today’s citizens need the knowledge, attitudes, and skills required to function successfully in their ethnic and cultural communities as well as beyond their cultural borders. There is an important need for students to develop cultural understandings and acquire the values and skills needed to get along with people from different cultural, racial, religious, and nationality groups. Through readings, discussions, internet research and assignments, students will discover ways to use multicultural curriculum for the benefit of all.

Statement of Prerequisites: None

Goal: Upon completion of this course, students will be able to create a learning environment which accurately represents the issues in cultural diversity. They will develop effective decision-making skills that enhance the curriculum as well as promote acquisition of higher-level concepts

1. Students will learn to view events, concepts, issues and problems from diverse cultural and ethnic perspectives.
2. Students will master facts, concepts, generalizations, and theories related to the intricate complex nature of race and ethnicity in our society.
3. Students will examine and challenge assumptions related to school practices and formulate new assumptions and goals that aim at curriculum reform and transformation.
4. Students will develop an accurate and inclusive definition of an ethnic group in order to integrate ethnic content into the curriculum.
5. Students will be familiar with approaches to the integration of ethnic content into the curriculum.
6. Students will link multicultural education and global education.
7. Students will make reflective decisions on issues related to race, ethnicity and culture.

**Methodology:** This course is delivered through distance learning. Students are responsible for readings, participating in discussion threads, and submitting assignments according to due dates. Participation in discussion threads is required for successful completion of the course. Participation can be just a statement of opinion or can ask a question. The length of comment on the discussion threads is irrelevant. Please remember that all contributions will be valued equally and that everyone has a right to their beliefs. No put-downs will be accepted. You may disagree respectfully. Please do not draw conclusions about others based on their comments. Writing online is easily misinterpreted compared to face-to-face discussion so, please be careful what you say and you phrase it. Also, use your spell and grammar check as your written material displays your level of professionalism.

**Evaluation Criteria:**
1. A minimum of one time weekly on-line is required for successful completion of the course. The student’s grade will be lowered by one full letter grade for every two weeks of non-participation. Participation can be just a statement of opinion or can ask a question. **Use your spelling and grammar checkers as your written material displays your level of professionalism.**
2. Assignments will be given and should be completed on time.
3. Students will provide evidence of attempts to use different strategies in their personal learning and complete reflections including noticed strengths and weaknesses of strategies in their personal use and what might work for others.
4. Complete all assignments. Submit on time.

**Grades will be earned by:**
1. Assignments are worth 100 points each. Assignments are graded and returned to you for review.
2. Discussion threads are worth 10 points for each discussion topic with grade going down a letter for non-participation. Students are required to be on-line in discussion every week. You will be graded on the number of times you participate and the quality of your participation.
4. Three lesson plans worth 50 points each with a total of 150 points.
5. One website critiques worth 200 points.
6. The final exam is worth 400 points.
Letter grades are assigned as follows:
900-1000 points=A
800-899 points=B
700-799 points=C
600-699 points=D
below 600=F
**Required Text, Readings, and Materials:**


These are available in a package from the Casper College Bookstore.

**Class Policies:** Last Date to Change to Audit Status or to Withdraw with a W Grade: November 3.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

**Academic Dishonesty - Cheating & Plagiarism:** Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

**ADA Accommodations Policy:** It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.

**Tentative Calendar or schedule indicating course content:**

- **Week One** - Student Learning and Culture
- **Week Two** - Diversity Pedagogy Dimensions
- **Week Three** - Diversity: Developing Consciousness of Differences
- **Week Four** - Identity: Understanding Ethnic Identity Development
- **Week Five** - Social Interactions: Improving Interpersonal Relationships
- **Week Six** - Culturally Safe classroom Content: Advancing Self-regulated Learning
- **Week Seven** - Language: Creating Conditions for Language Learning
- **Week Eight** - Culturally Inclusive Content: Expanding Knowledge Acquisition
- **Week Nine** - Instruction: Developing Reasoning Skills
- **Week Ten** – *The Unknown Faces of Girls* Conference, November 17-18, Casper
- **Week Eleven** – Thank goodness it’s Thanksgiving
- **Week Twelve** – Assessment: Encouraging student Self-Evaluation
- **Week Thirteen** – Cultural Strengths of Hispanic/Mexican American Students
- **Week Fourteen** – Cultural Strengths of Native American Students
- **Week Fifteen** – Finals December 18-21