EDCI 788D
Readings in K – 12 Urban and Multicultural Education
(1 credit)

Instructor: Dr. Jacqueline Jordan Irvine
Semester: Fall 2009
Office Hours: By appointment
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Course Description

The purpose of this readings seminar is to explore the meaning of culture, its influence on the “self” and “the other,” as well as the influence of culture on issues of teaching and learning in K-12 schooling.

Course Goals

This seminar centers on readings that provide a framework for exploring sociopolitical factors as well as structural and cultural factors that influence the school achievement of students who come from diverse groups. This course is intended to give students a broad understanding of multicultural education through discussion of issues related to culture, social class, ethnicity and race. The course will focus on discussions of seminal works in the field. Students will assume the role of “critical friend” of the author examining the theoretical framework, literature review, methodology, and findings/conclusions. In addition, students will identify questions for future research, specifically how the books inform their own research interests.

Course Requirements

1. Course participation 25%

2. Book review of selected readings listed in Appendix A. 75%

Grades
A = 100 - 96
A- = 95 - 91
B = 90 - 86
B- = 85 - 81
C = 80 – 76
1. Course participation and attendance:

This course is a readings/discussion course; hence attendance and participation in each scheduled session are very important. The degree to which students have mastered the required and selected readings will be determined by participation in class discussions and class presentations. Each presentation will be followed by questions and comments from the class and the professor.

*Special Considerations H1N1: Under normal conditions, assignments turned in late or incomplete will be reduced by 20%, and a grade of "I" will not be granted. However given the severity of the virus, do not attend class if you are ill. Contact a class member to take notes for you. If you are ill and scheduled to make a presentation, e-mail your book review. If I am ill and unable to attend, I will e-mail the class. In my absence, class will meet on schedule and a class member will be assigned to facilitate the class discussion.*

2. Written summary and review of assigned readings:
Each student will read 1 book (not articles or book chapters) from the list in Appendix A, complete a written summary of the book, and present parts of the written summary to the class as requested by the Professor. All books must be approved. See Attachment A for list of books and Attachment B for guidelines for this assignment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule of Class Activities</th>
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<tbody>
<tr>
<td>9-10</td>
<td>Understanding the Context for Urban Education – Lecture - Irvine</td>
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<tr>
<td>9-24</td>
<td>Lecture: Cultural Context of Teaching and Learning</td>
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<tr>
<td>10-8</td>
<td>Book Presentations</td>
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<td>10-22</td>
<td>Book Presentations</td>
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<td>11-5</td>
<td>Book Presentations</td>
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<tr>
<td>11-19</td>
<td>Book Presentations</td>
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<tr>
<td>12-3</td>
<td>Summary Lecture Irvine</td>
</tr>
<tr>
<td>12-10</td>
<td>No class-Leave paper in my mailbox no later than 4:00pm and e-mail copy</td>
</tr>
</tbody>
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Attachment A

Important Works in Multicultural Education

(in chronological order)


Attachment B

Guidelines for Book Summary

Prepare a summary of the author’s major points for each chapter of the book. In addition to describing and summarizing the book, assume the role as the “critical friend” of the author.

1. Summary of major points by chapter.

2. Is there a theoretical framework for the book? If so, describe it.


4. How well did the author present her/his arguments?

5. What major insights did this piece reveal to you?

6. Identify questions for future research, specifically how the book informs your own research interests.

7. Would you recommend this book to a colleague? Why?

Format: 12 point, Times font, doubled spaced. Each question should be treated separately with its own heading.

Number of pages: Between 10 -15
**Students with Disabilities**

University policy excuses the absence of students for illness (self or dependent), religious observances, participation in university activities at the request of university authorities, and compelling circumstances beyond the student’s control. Students must request the excuse in writing and supply appropriate documentation.

**Accommodation:** If you have a documented disability or other learning need and you would like accommodation, please contact me and Disability Support Services (DSS) as soon as possible to make the appropriate arrangements.

www.counseling.umd.edu/DSS/

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**Plagiarism and Other Forms of Dishonesty**

Students are expected to honor the code of academic integrity for the University of Maryland (see: http://www.shc.umd.edu) on all matters pertaining to class participation and fulfillment of class expectations. The code stresses the importance of knowing “the consequences of cheating, fabrication, facilitation, and plagiarism.”

Note: It is not only important to give other scholars sufficient information about the sources you consult for your papers; it is also vital that you give credit where it is due. Failure to acknowledge the work of others is called plagiarism. Broadly defined, plagiarism is using the ideas and/or words of others and representing them as your own, knowingly or unknowingly. If you refer to or borrow someone else's ideas or words when writing papers, you must acknowledge that fact. Even when you don't quote directly from another work, if that source contributed significantly to the ideas in your own paper, you must cite the source. Failure to do so is considered one of the most serious mistakes a student or scholar can make. Reformatting materials and substituting your name for another's research is effect simply repeating someone else's words or thoughts without your adding any original work of your own is plagiarism.

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**Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.