



EDCI 2224 - Cultural Foundations of Ed: Cultural Foundations of Ed (SSI - June 02 to July 03)

Summer 2025 Syllabus, Section 381, CRN 52520

Instructor Information

Michelle Garza

Email: michelle.garza01@tamiu.edu

Office Hours:

Zoom, phone, or email by appointment

Cell Phone: 956)251-6062

Times and Location

Does Not Meet Face-to-Face

Course Description

This course is an examination of the social, philosophical, historical foundations of education in modern a democratic society. This course focuses on sociocultural and economic factors that influence teaching, learning, and school success. Strategies for promoting educational equity and social justice are emphasized. Prerequisite: Successful completion of EDCI 1102.

Educational Programs Department, College of Education

Additional Course Information

This course is intended to provide an overview of human diversity as it relates to the field of

EC-12 education. This is a required course for all candidates in TAMIU programs of study leading to

teacher certification and as such is articulated in all College of Education program mission statements.

This course focuses on socio-cultural and economic factors that influence teaching, learning, and

school success. Strategies for promoting educational equity and inclusion are emphasized. Students will

apply for admission to the College of Education during his course.

Program Learning Outcomes

The course content addresses the Pedagogy and Professional Responsibilities EC-12 Standard II: The teacher candidate

creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and

excellence. Specifically, this course addresses Competency 2: The teacher understands student diversity and knows how to

plan learning experiences and design assessments that are responsive to differences among students that promote all

students learning.

The beginning teacher



2A: demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, and exceptionality) and the significance of student diversity for teaching, learning, and assessment.

2B: accepts and respects students with diverse backgrounds and needs.

2D: knows strategies for enhancing one's understanding of students' diverse backgrounds and needs.

2F: understands cultural and socioeconomic differences (including differential access to technology)

Student Learning Outcomes

Upon successful completion of this course, each student will:

- CO1: The teacher candidate identifies the socio-cultural and economic factors that influence teaching, learning, and school success.
- CO2: The teacher candidate will learn strategies for prompting educational equity and inclusion, including respect and rapport with all learners.
- CO3: The teacher candidate will learn how to examine his/her own personal biases and belief systems related to human diversity.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

| Group | Title | Author | ISBN |
|----------|--|-------------------------------------|------|
| Required | Multicultural Education in a Pluralistic Society (11th ed) | Gollnick, D.M. & Chinn, P.C. (2021) | |

Other Course Materials

Technology Requirements:

Blackboard and Zoom are two programs used in this course. Because this is an online course, the following is required:

- Regular weekly internet access
- Noise cancelling headset and microphone
- Webcam

Certain minimum technical skills are required for students in a fully online program. These include: accessing and navigating proficiency with university email, accessing material, and submitting assignments via Blackboard, word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom). In this specific course, students must also be able to play video files either linked or embedded. within the course.

Instructional Methods for This Course Include:

Journal & Reflect & Apply
Chapter Readings
Reading Checks
Blackboard postings and discussion
Projects



Grading Criteria

| GRADE | PERCENTAGE |
|-------|------------|
| A | 90-100 |
| B | 80-89.9 |
| C | 70-79.9 |
| D | 60-69.9 |
| F | Below 60 |

Coursework Grades

| ASSIGNMENT | VALUE |
|---------------------------------|------------|
| Syllabus Acknowledgement | 10 points |
| Cultural Self Analysis Part 1 | 20 points |
| Discussion - Ch. 1 | 10 points |
| Discussion - Ch. 2 | 10 points |
| Pop Culture Assignment | 40 points |
| Reading Check Ch. 1&2 | 40 points |
| Discussion - Ch. 3 | 10 points |
| Discussion - Ch. 4 | 10 points |
| Reading Check Ch. 3&4 | 40 points |
| Discussion - Ch.5 | 10 points |
| Discussion - Ch. 6 | 10 points |
| Multicultural Bookshelf | 40 points |
| Reading Check Ch. 5&6 | 40 points |
| Discussion - Ch. 7 | 10 points |
| Discussion - Ch. 8 | 10 points |
| Cultural Self Analysis Part Two | 20 points |
| Reading Check Ch. 7&8 | 40 points |
| Complete Journal | 30 points |
| Final Reflection | 50 points |
| Final Exam | 50 points |
| Total Points for Semester | 500 points |

Tentative Schedule of Assignments

| Week of | Agenda/Topic | Reading(s) | Due |
|---------|--|---|----------------------------------|
| 6/2 | Syllabus Acknowledgement Cultural Self Analysis Part One Discussion - Ch. 1 Discussion - Ch. 2 Pop Culture Assignment Reading Check Ch. 1&2 Journal Wk 1 | Ch. 1 - Multicultural Education: Characteristics & Goals Ch. 2 - Culture & the Culture of Schools | Sunday, June 8, 2025 - 11:59 pm |
| 6/9 | Discussion - Ch. 3 Discussion - Ch. 4 Reading Check Ch. 3&4 Journal Wk 2 | Ch. 3 - Race & Ethnicity Ch. 4 - Class & Socioeconomic Status | Sunday, June 15, 2025 - 11:59 pm |



| | | | |
|------|--|---|----------------------------------|
| 6/16 | Discussion - Ch. 5 Discussion - Ch. 6 Multicultural Bookshelf Reading Check Ch. 5&6 Journal Wk 3 | Ch. 5 - Gender & Sexual Orientation Ch. 6 - Exceptionality | Sunday, June 22, 2025 - 11:59 pm |
| 6/23 | Discussion - Ch. 7 Discussion - Ch. 8 Cultural Self Analysis Part Two Reading Check Ch. 7&8 Journal Wk 4 | Ch. 7 - Language Diversity Ch. 8 - Religion | Sunday, June 29, 2025 - 11:59 pm |
| 6/30 | Final Reflection Final Exam Journal Wk 5 | Ch. 9 - Geography Ch. 10 - Youth Culture Ch. 11 - Education That is Multicultural | Sunday, July 3, 2025, 11:59 pm |

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA



Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and



explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Descriptions of Assignments

A. Discussion Board Postings

Discussions are designed to engage your thinking about the readings and to stimulate interaction with other students.

A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Blackboard. Post at least three significant responses to each discussion question, reflecting your understanding of the material. The first response for each topic will be to the original statement or question, while other responses will elaborate upon colleagues' reflections or comments. All responses for the week will be due by 11:59 p.m. Central Time on the Sunday after

they are assigned. Before responding, it will be important to thoughtfully read the appropriate material.

Points will be given for:

- Timely contributions
- Correct English usage, grammar, and spelling
- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining, and supporting positions on ideas
- Citing relevant resources to validate points
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others "I AGREE OR DISAGREE" is not sufficient. You must back up your opinion with facts. Share your opinion but support your opinion.
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

B. Cultural Self-Analysis Part 1 & 2

Part 1: Self-Identification

Fill out the cultural identity form to reflect on how you view yourself.

Part 2: Self-Analysis

Write a paper examining your cultural identity and its impact on your life and interactions with others in terms of the following questions. Please be sure to explicitly address all the questions in each section. Papers should flow as a narrative story rather than a question-and-answer format.

Race, Ethnicity, Geography, and National Origin

What do you identify as your national background, racial group, and ethnic identity? In what geographic region were you reared? Are you the product of a rural or urban environment? What values are typical of that region? Where did your ancestors come from? Why and how did you or your ancestors come to the United States? In what ways did you/they adjust to this new home? What aspects of your/their culture of origin were retained? What impact does this way of entering the United States and the subsequent adjustment have on your culture? On your identity?

Religion and Spirituality



What was your religious affiliation (if any) during your childhood? How did this come to be in your family? How are conflicts due to religious values resolved? What do you think this religious preference reflects about your heritage/culture?

What is your religious/spiritual affiliation now (if any)? If it has changed, how did that transformation happen?

Gender and Sexuality

What are your gender and sexual orientation? How are gender and orientation differences handled in your family of origin?

How is sexism in your culture addressed? What behaviors, characteristics, beliefs, and values are defined by gender in your culture? How are gender roles divided? How is conflict between gender roles handled? What are some specific rules for marriage and child rearing in your culture?

Age and Accessibility

What is your age? Consider your interactions with your peers and those in your age group. Give two examples of how you treat those the same age as your children or younger; your parents; your grandparents or older. How does your age affect your experience in your family of origin? How has your degree of ability and accessibility shaped you as a person?

Class and Socioeconomics

What is the socioeconomic history of your family? What role or meaning does socioeconomics have for people with backgrounds like yours? If your socioeconomic history is different now, how did that transformation happen? What were music, art, and clothing preferences like in your family of origin? What were the political preferences of your family of origin? How did this come to be in your family? What do you think this political preference reflects about your heritage/culture? What is your political preference now? If it has changed, how did that transformation happen?

Personal Relationships

Think of significant people in your life when you were a child/adolescent (e.g., parents/guardians, close relatives, teachers, clergy, siblings, etc.). What do you remember about their attitudes and feelings toward multicultural and diverse populations?

How were racism, heterosexism, genderism, ageism, classism, etc. addressed? What did you overhear them saying about multicultural and diverse groups? Who determined the “social norms” and “rules” of your family? How were they enforced?

How were they passed to younger members of the family/group? What events can you remember that involved personal contact with diverse groups? What were/are your thoughts, feelings, and reactions? How many of your close, long-time friends were members of multicultural and diverse groups? In what ways, if any, were these friendships different from other friendships you have with friends who reflect your own cultural groups? What significant events have affected your family

and those closest to you?

To receive full credit, the paper must be written and formatted in correct APA 7 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 7 manual for details and examples. Papers should consist of at least eight to ten full pages of content, which does not include title or reference pages. Papers may contain more than ten full pages of content. Since this is primarily a person narrative, I do not expect a reference page or citations unless you are drawing facts and opinions from other sources.

<https://apastyle.apa.org/instructional-aids/student-paper-setup-guide.pdf>

C. Pop Culture Assignment

Watch at least 2 episodes of any television situation comedy that has aired new episodes within the last five years. After watching the programs, identify any minority characters, and write a minimum two-to-four-page paper in APA format describing the portrayal of any one of these minority characters. Detail whether the portrayal was accurate or stereotypical and whether the writers, directors, and actors used the character's minority status alone as a source of humor. The page count does not include the title or reference pages, though title and reference pages are still required. Before deciding on the television show you have chosen, make sure you have enough information to properly describe the character.

D. Multicultural Bookshelf

You will choose 30 multicultural children's books to create a simulated future classroom bookshelf – the beginnings of your own classroom library. The books will target 1-12 grades. Entries for each book should include picture of the cover, book title, author/illustrator, copyright date (2010-2024), reading level, and a summary in your own words. This is an opportunity for you to start thinking about your classroom library of children's literature and explore the potential use of this literature, as a future teacher. Sample will be provided so you can guide yourself when creating your PowerPoint. I highly recommend you start looking for your books early and start a file so that you will have available when ready to start the project. This project has been a favorite for many students throughout the years. I will share a sample in Blackboard.



E. Journal and Final Reflection

Throughout this course, you are to keep a weekly digital journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experience in this course, its impact on your day-to-day life, and how your life, perceptions, biases, etc., have changed based on what you learned in class, what you read outside class, and your interactions with your classmates. Explicit guiding prompts for each week will be listed on Blackboard. Each journal entry should be at least half a typed single-spaced page. Entries will be submitted altogether on due date.

Below is an example of how you will guide yourself when discussing articles, videos, and the class in general.

Reflect & Apply: Answer the following questions per video/article:

1. What have I learned about myself as a learner from

name of video/article?

2. What do I know now that I didn't know prior to watching the video/film?

3. What can I teach others to know or do that I couldn't teach them prior to viewing this video/film?

You use this Reflect & Apply to start, end or during some of your journal entries. It is a guide to give you an idea of what you may include in the entries. Using this reflect & apply will be very helpful when organizing your final reflection as you can use the names of videos, articles, or class discussions that stood out or made a personal impact. Remember, what you include in

your journal is the content of your final reflection.

At the conclusion of this course, you will prepare a final reflection paper. In this paper, you will review your experiences in this class, using your journal to guide you. You will address what you have learned, what has been the most valuable, what may have surprised you to learn about yourself, how this class has impacted you, etc. This should not be a simple restatement

of your journal content. This paper should be a minimum of 3 double spaced pages in APA format, not including the title page, abstract, or references (if applicable).

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Course Structure

Each week we will be covering 2 chapters from our textbook. Weekly students will find chapter readings, chapter discussions, chapter journal reflections and chapter reading checks. Students will also be completing a several projects throughout the class: Cultural Self Analysis, Pop Culture Assignment, and a Multicultural Bookshelf. There will also be a Final Reflection Paper as well as a Final Exam. Although there are specific weekly deadlines, all work will be open so that you may work at your own pace and get ahead on your projects.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Communication of instructions, announcements, and other reminders will be posted on Blackboard announcements, and sent through email. If you need to communicate with me, please send me email to schedule an appointment. It is the student's responsibility to check the TAMU e-mail (or email being used in UConnect). Occasionally, announcements reminders are sent. Additionally, if there any technical problems with assignments, I do email to allow the correction of the file. All emails will be answered and sent through course messages.

Assignments and Assessments

Grades and feedback will be provided on the Mondays by 11:59 pm following submission deadlines.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamtu.edu/distance/students/netiquette.shtml/>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

Blackboard and Zoom are two programs used in this course. Because this is an online course, the following is required:

- Regular weekly internet access
- Noise cancelling headset and microphone
- Webcam

Certain minimum technical skills are required for students in a fully online program. These include: accessing and navigating proficiency with university email, accessing material, and submitting assignments via Blackboard, word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom). In this specific course, students must also be able to

play video files either linked or embedded. within the course.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<https://www.tamtu.edu/distance/students/technology-requirements.shtml/>) when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: **none**. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: **none**. TAMU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elearning@tamtu.edu.

Minimum Technical Skills Expected



When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

N/A

Syllabus Acknowledgement:

All students in this course must acknowledge receipt, understanding of, and acceptance of the

policies in the syllabus. This is completed in the Blackboard discussion board. Acknowledgment must be done the first week of school. A drop box will be available for your syllabus statement.

I reserve the right to make adjustments to the syllabus and/or the structure of the course, including components of Blackboard platform, assignments, and deadlines, if (unanticipated) circumstances arise that necessitate such changes. You will be notified in a timely fashion.

Attendance and Participation:

Attendance and participation are essential to your success in this class. Asynchronous

participation (e.g., discussion board posts or others) is required. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments;

or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Each class participation activity that is not completed during the assigned timeframe will result in a 2.5-point deduction on the final average. Please contact your instructor if you need to miss.

Late Work:

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor.

Assignments will be accepted up to three days late.

Please note those certain assignments such as journals and the final exam may not be attempted aside from the initial offering.

Blackboard:

All assignments will be submitted exclusively through Blackboard. If you have issues with submission, contact OIT for assistance. For submission of assignments, you receive a confirmation number and an email receipt from the BlackBoard system. Ensure you have received both. The process of submitting is not complete without those two confirmations. I will not see your assignments, and you will not receive credit. It is your responsibility to check your email

for any notification and proceed with correcting the issue. It is the student's responsibility to frequently login to Blackboard to check folders, course information, announcements, and read assignment instructions. Announcements will always be posted in the announcement area and emailed to you.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Proctoring

Respondus LockDown Browser

Contact elearning@tamiu.edu for the syllabus statement and other information.]

Accessibility Statement:

Your experience in this class is important to me. If you have already established accommodations

with the Disabilities Services Coordinator, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention- related, learning, vision, hearing, physical or health



impacts), you are welcome to contact the Disabilities Services Coordinator (956) 326-2763 located in the Student Counseling Center (ZSC 138B). The Disabilities Services Coordinator offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and the Disabilities

Services Coordinator. At TAMU, we all want to create an inclusive and accessible learning environment consistent with federal and state law.

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.