The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

Course Title:  
Understanding Different Cultures

Course Number:  
ILAC 5233-223

Course Description:  
There are two main purposes for this course. The first is to help students develop a better understanding of different cultures and the challenges and benefits of cultural diversity. The second is to provide students with the background knowledge, understandings, and techniques to work effectively with learners from diverse cultural and ethnic backgrounds.

Class Dates, Location and Hours:  
Dates: September 15-20, 2015  
Location: Stuttgart, Germany. See site director for classroom location.  
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: August 17, 2015

Site Director:  
Toni Colaninno. Stuttgart Army Education Center. DSN: 431-3304; Fax 431-2571 or CIV 07031-15-2580  
FAX 07031-15-2571. Email: apstuttgart@ou.edu

Professor Contact Information:  
Course Professor: Dr. Lawrence Baines  
Mailing Address: 820 Van Vleet Oval, Room 111  
Norman, OK 73019  
Telephone Number: 405-325-3752  
Fax Number: 405-325-7390  
E-mail Address: lbaines@ou.edu  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:  
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**
- Understand the meanings and significance of “culture”;
- Describe how the lives of people of cultures other than your own are different and same as yours;
- Articulate your own philosophy regarding multicultural education;
- Understand how students’ cultures affect student perceptions in the classroom;
- Identify teaching strategies that will be effective with a variety of students; and
- Design curriculum to honor diversity in the classroom.

**Assignments, Grading and Due Dates:**

**Pre-Course Assignments:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18-8/24</td>
<td>Nieto, Preface, Chapters 1-4 Schmidt (D2L)</td>
<td>Journal Entry &amp; Response #1 (Post weekly reflection journal by Friday 8/21 &amp; response to peer reflection by Sunday 8/23) Autobiography Due (ABCs) 8/23</td>
</tr>
<tr>
<td>8/25-8/31</td>
<td>Nieto, Chapters 5-8</td>
<td>Journal Entry &amp; Response #2 (Post weekly reflection journal by Friday 8/28 &amp; response to peer reflection by Sunday 8/30) Biography Due (ABCs) 8/30</td>
</tr>
<tr>
<td>9/1-9/7</td>
<td>Nieto, Chapters 9-10 Moore, Intro, Part I &amp; II</td>
<td>Journal Entry &amp; Response #3 (Post weekly reflection journal by Friday 9/4 &amp; response to peer reflection by Sunday 9/6) C1 &amp; C2 Due (ABCs) 9/4</td>
</tr>
</tbody>
</table>

**Online Journal Entries – 10%**

You will be keeping a weekly online journal in which you reflect on the readings, class discussions, and your own responses to them. Those reflections should not be a summary of the readings, but reflection on what you consider as important ideas and why, or ideas that evoked strong response in you, either positive or negative, or your interpretation of what you read and what it means for your own understanding of diversity and multicultural education. To promote reflection as a social practice, you will post your weekly reflection entries on the Discussion Board of Desire to Learn ([http://learn.ou.edu](http://learn.ou.edu)) in your group folder by Friday each week. You will also need to provide thoughtful feedback to at least 2 of your group members regarding their responses to the readings by Sunday.

**Cultural Immersion Experience – 10%**

Visit a site or participate in an event that exhibits a culture different than your own, i.e., a Christian church, a Muslim mosque, a Jewish synagogue, a Buddhist temple, a school for children with disabilities, a rural school, a community of an ethnic minority or a disadvantaged/marginalized group (migrant
workers from the countryside), an orphanage, or a nursing home. Please check with the professor for
other ideas if needed. Conduct research about the site and the population associated with the site/event in
advance. Be culturally sensitive and respectful when you are on the site and when you interact with the
people on the site (It is important that you also excise caution during this experience). When you return,
write a 3-5 page descriptive paper to be shared in class. The paper should describe a) your detailed
observations of the place, people, and/or the event; b) how this experience helped you gain a better
understanding of yourself and also this particular culture.

Pre- and During- Assignments:
The ABC's of Cultural Understanding and Communication – 30%

A-Autobiography, B-Biography, C1, and C2 will be due before the one-week class (Pre-
Assignments). C3 will be due during the class (During-Assignment).

The ABC’s contains three major sections: A – Autobiography; B – Biography; C1 – Cross-cultural
analyses of similarities and differences; C2 – Cultural analyses of differences; C3 – Culturally-responsive
teaching plans. The final product will contain all rough drafts and notes from interviews, autobiography,
biography, cultural analyses, and culturally-responsive teaching plans.

A. Autobiography – 5%
Each student will write a detailed autobiography with significant life events. Starting with earliest
memories, include family origins, education, foods, celebrations, fun, victories, traumatic events,
loves, honors, disappointments and anything else you consider important. (You have actually
begun your family history.) The life story should demonstrate the time and thoughtfulness you
took to write it.

B. Biography – 5%
Each student will interview and write a biography of someone who is from a different culture
than your own and include significant life events, like family origins, education, foods,
celebrations, fun, victories, traumatic events, loves, honors, disappointments, and anything else
considered important. The person must also have a significantly different skin color than yours.
The person’s language and home community will also be studied. Include special words and
phrases in the language or dialect. Each student will schedule to meet with the interviewee at
least 3 times. After your initial interview, you will write up the interview. You will ask questions
for clarification or elaboration in your follow-up interviews (2 and 3). Interviews may be tape-
recorded with the interviewee's permission and must be returned to the interviewee after you have
obtained biographical information. You need to share your biography with your interviewee. The
interviewee’s reading of the biography will help you validate the information. If the interviewee
does not want to be recorded, then you must respect the interviewee's wishes. Please use a
pseudonym on the biography to protect the identity of your interviewee unless he/she wants
his/her real name to appear on the biography.

C1. Cross-Cultural Analyses – 5%
When performing cultural self-analyses (Spindler & Spindler, 1987), you will compare and
contrast your own culture with the interviewee's culture. A list of similarities and differences will
result. This can be in a chart form such as a traditional Venn diagram or an iceberg Venn diagram.
(You will study similarities and differences, and analyze cultural perspectives that might reveal
cultural conflicts.)

C2. Cultural Analyses of Differences – 5%
Last, you will analyze the differences, explaining the differences that cause you discomfort and
those that you admire. After each difference, explain in detail, why you admire that difference or
why that difference makes you feel a bit uncomfortable. Honesty is the key to this assignment.
Typically students have at least a 5 typed pages for the analyses of differences.
C3. Culturally Responsive Teaching Plans – 10%

You will write five culturally-responsive lesson plans ready to be implemented to support diversity in a classroom. Each lesson plan have to include a) lesson objectives; b) procedures; c) materials; d) Explanation on how lesson activity(ies) connect between and among home-school-community and its relationship to your content area. If you are teaching a particular content area, then the lessons must relate to the curriculum in that content area. If you are not currently teaching, go to a local school or COE Curriculum Library to obtain a curriculum. You will also share your lesson ideas with your class members.

You can find lesson ideas from professional books or the Internet. The internet is invaluable to help you with ideas but make sure that the sources are credible.

(An example: Earth Science, grade 9 – a local meteorologist will be invited to attend classes to discuss weather patterns and their effect upon the local environment and economy. Students will be expected to prepare discussion questions prior to this visit and to complete one of several options for writing assignments after the visit. Such assignments may include a review for the student newspaper/school newsletter, a thank you letter to the guest, a descriptive outline to be sent home to parents, or a summary that may be sent to the Board of Education to encourage support of similar events in the future)

Book Discussion Group Project – 10%

You will finish reading The Other Wes Moore according to the course schedule (Pre-assignment). However, you will participate in a book discussion group during out one-week class. Each group will decide on its book celebration project that highlights the group’s major understanding of the book. Present your celebration project to the class (During-assignment). Make sure that your presentation is informative, interesting, creative, and interactive.

During-Assignment

Multicultural Teaching Idea Fair – 10%

After your completion of the ABC’s, you will get into a group of four or five members. You will first share your five culturally-responsive teaching lessons with your group members. Each group will then plan a multicultural teaching idea fair for other groups. Be creative and interactive in how you conduct your idea fair.

Class Participation – 10%

The success of this course is dependent upon prepared and spontaneous participation of class members in class discussions and activities. Professionalism in action and speech is expected of the class members. Grading will take into account professionalism, the regularity of a student’s participation, and the degree to which a student’s participation reflects a developing understanding of the objectives of this course. Unless there is an emergency, you are expected to attend all class sessions. Poor attendance will result in a low grade or failure in this course.

Post-Seminar Assignment

Paper – 20%

1. Select a topic of interest related to an issue/topic of diversity or a diverse student population;
2. Conduct research and select 10 items from at least two of the following categories: Movies, video clips, arts, children and/or YA literature, magazine and newspaper articles, or scholarly books and articles related to the issue/topic/student population;
3. Write a 5-8 page double-spaced traditional format paper or in a format approved by the professor. The paper should contain four major sections:
   a. The first section should be your summary and critique of the selected materials.
   b. The second section should discuss a) your prior understanding of the issue/topic or the student population; b) your current expanded understanding of the issue/topic or the student population discussed/addressed in the selected materials. In other words, talk about what new information you have gained through this research.
c. The third section should discuss how you plan to address the issue or support the learning needs of the particular student population inside and/or outside of classrooms. This section should contain at least 10 activities/strategies. It is critical that you articulate why you select those activities/strategies.

d. The fourth section should list all the references for your paper.

Grading:

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F<60

*All written assignments except journals should be submitted to Dropbox on D2L unless instructed otherwise on their due dates. The journals will be posted under the Discussion section.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Dr. Lawrence A. Baines

Education:

Ph.D., English Education from University of Texas at Austin; M.S. Computer Information Systems from University of North Texas

Current Position:

Associate Dean for Graduate Studies and Research, Jeannine Rainbolt College of Education

Previously Taught For Advanced Programs

EDUC6930 Introduction to Teaching

Major Areas of Teaching and Research Interest:

• Teacher preparation
• The teaching of writing

Publications:

10 books, 100+ articles, 100+ presentations

Recent awards:

• Henry Daniel Rinsland Award for Outstanding Research in Education, 2014
• Memberships:
  • National Council of Teachers of English
  • Institute of Educational Studies
  • World Future Society
  • International Literacy Association
  • American Educational Research Association