

CPSE 480: Multicultural Issues in Special Education
Department of Counseling Psychology and Special Education (CPSE)

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Instructor Information

Professor	Dr. Elizabeth A. Cutrer-Párraga
Office Location	340-R MCKB
Office Phone	801-422-7603
Email	elizabethcutrer@byu.edu

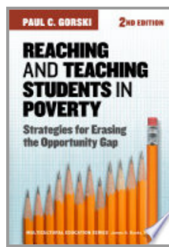
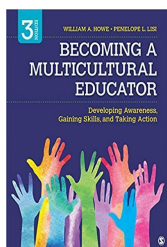
Teacher Assistant (TA)	Jessica Jespersen
Email	jjespersen16@gmail.com
Phone	515-803-6453

Course Information

Monday and Wednesday	3:30 - 4:45	JKB rm 3016
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** This class is a prerequisite for admission to the Special Education Major or licensure program

Reading Material



- **Main textbook 1:** Howe, W.A. & Lisi, P.L. (2020). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills and Taking Action*. Sage Publishing.
- **Main textbook 2:** Gorski, P.C. (2018). *Reaching and Teaching Students in Poverty. Strategies for Erasing the Opportunity Gap*. Teachers College Press. New York, London.

Course Description

In this course, we will examine multicultural education from its historical context to its current controversial interracial issues. The overarching objective of this course is to provide a safe environment that fosters empathy through class discussion and aids teachers with culturally responsive practices.

This course will offer readings, supplementary articles (included above), experiences, and discussions to prepare teachers to address complex situations that may arise around the topic of culture, social class, race, religion, ability, or gender in an educational setting.

Special emphasis will be placed on interpreting ways in which schooling influences and is also influenced by equity and privileges revolving around middle class families. It intends to prepare teachers to not only address these diverse backgrounds and develop a sense of appreciation, but allow both pre-service teachers and students to value and cherish their own identity.

Synchronous & Asynchronous Learning

This class will blend in-person (synchronous) and on your own time (asynchronous) learning formats. One day a week, you will join the class in-person for interactive learning; the other day, you will participate in learning activities on your own time. These activities may include pre-recorded lectures, discussion boards, or collaborative learning with your peers. The Asynchronous learning will vary week to week, but will require your participation (you will get points for doing it). Failure to complete the asynchronous aspects of the course will decrease your understanding of the material. Mastery of the material will be evident in the quality of the work you produce throughout the semester. Students may choose to use their asynchronous time to work ahead on their term projects.

Expected Learning Outcomes

All students are held to these unified expectations across the CPSE department:

1. **Learning of Individuals:** Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds
2. **Learning Environment:** Ways to create learning environments that allow individuals to retain and appreciate their own and each other respective language and cultural heritage
3. **Negative Stereotypes of Cultures:** Ways specific cultures are negatively stereotyped.
4. **Strategies Used to Cope:** Strategies used by diverse populations to cope with a legacy of former and continuing racism
5. **Interact with Individuals from a Different Culture:** Students will interact with individuals from a culture different than their own
6. **Mediate Controversial Intercultural Issues:** Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person

Expected Learning Outcomes for Global and Cultural Awareness

This course is organized around additional learning outcomes that include global and cultural awareness. It is expected that the readings, discussions, projects, writings, assignments and assessments will support students to acquire informed awareness of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.

Class members will experience thoughtful reflection in written and spoken form that will include a consideration of the student's own responses to the cultural or global issue, idea, theory or content. Student reflection will be demonstrated in a structured, guided manner during the course of the semester under the direction of Dr. Cutrer-Párraga.

As class members experience and learn from guided thoughtful reflection by participating in class assignments and discussions, it is anticipated they will develop greater empathy and charity, and will begin to gain a global perspective by learning to see themselves from another's point of view.

The GE focus of global and cultural awareness drives the learning foci of the class. Global and cultural awareness learning outcomes are interwoven throughout all assignments of the course and are explained in detail below.

Learning Outcomes Addressed by Assignment

Quick Writes and Panel Presentations - International Project	Students will acquire <i>informed awareness</i> of a global culture outside their own, with the interplay of cultures, languages, and/or nations at an international level.
Compare and Contrast Asynchronous Assignments	Students will experience <i>thoughtful reflection</i> on the above, as demonstrated in a structured, guided manner under the direction of a faculty member. Evidence of reflection implies written or spoken analysis that will include a consideration of the student's own responses to the culture or global issue, often involving comparison and will demonstrate informed awareness.

Expected Long-Term Learning Outcomes Addressed by Assignment

International Special Education Project	Students will regularly seek information about other peoples, cultures, nations and religions from sources they have come to recognize as reliable.
Community Experience / Mini Ethnography	Students will seek to find commonalities shared with others from significantly different cultural/ethnic backgrounds and recognize and take advantage of opportunities to learn and interact with people different from themselves.
BYU USGA Panel / Interview Quick Write	Students will engage respectfully with people with different backgrounds, beliefs or perspectives and be able to recognize and deal with prejudice, bigotry, ethnocentrism, false pride and other barriers to effective intercultural communication at the local, state, national, and international levels.

Course Characteristics Addressed by Assignment

Literacy Review	The primary focus of the course should be developing an informed awareness of a global culture outside their own, with the interplay of cultures, languages, issues, and/or nations at an international level.
Class Participation / Literacy Project	Cultural and global issues should be presented and discussed in a manner which models respect for differing experiences and perspectives.
Single Story	Students should apply discipline-specific methodology to their thinking and writing on issues of global and cultural significance.

For more information on the document addressing the Global and Cultural Awareness learning outcomes, please see the following: [Global and Cultural Awareness](#)

Grading Methodology

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
%	95	91	87	84	81	78	74	71	68	64	61	0

** Please note that ALL grades will be rounded, for instance, 89.50% will be calculated as 90% at the end of the semester.

Detailed Grading Methodology

Assignment Type	Due Date	Total Points
Proposal for Community Ethnography Project	Sep 10	50
Single Story	Sep 24	100
Identity and Bias Project	Oct 8	100
Community Ethnography Project - First Observation	Oct 22	40
MID TERM – Cultural Diorama	Nov 5	200
International Special Education Project	Nov 17	100
Community Ethnography Project - Interview	Nov 30	75
Community Ethnography Project - Second Observation	Dec 3	40

FINAL – Community Ethnography Project Write Up	Dec 10	200
Quick WRites / Asynchronous Participation	As determined throughout the semester	75
Attendance and Participation	Each Class	75
		1055 points

Assignments

Community Ethnography – Includes the Final

Your community experience can be just about whatever you'd like. Here are some primary components that should be included when choosing your experience.

1. The experience should take you *outside your comfort zone*. It should be different from previous experiences and should grow your appreciation of concepts we have learned and will learn in class.
2. The experience should be *authentic*. Be yourself and experience something new.
3. This experience should be *safe*. Be wise and use common sense. Be safe!

The purpose of this assignment is to help you become aware of how issues discussed in class are relevant in our communities and personal lives.

This project consists of 5 parts with 5 different due dates!
This project expects 3 total visits to your chosen experience.

Examples of Experiences

- Meetings of Alcoholics Anonymous (note: some meetings are closed; others are not)
- Attend support group meetings for pornography or other addictions
- Take a tour of Encircle and/or a tour of the Utah Pride Center then attend a PFLAG Provo event or a meeting of USGA on campus. Interview a member of one of these communities.
- Take a tour of Youth Futures, interview a staff member, then volunteer or work at the homeless clinic Volunteer with a center working in refugee assistance: Asian Association or Utah Valley Refugees. Attend an event. Interview a refugee or staff member. Attend a “Their story is our Story” (TSOS) meeting or event at BYU.
- Volunteer at the Food and Care Coalition Center then interview with staff or clients.

- Tour a welfare agency then interview with staff. Make sure to be respectful – call ahead and ask for permission.
- Interview someone who works at a youth detention center, attend a court session.
- Visit Centro Hispano, attend an event, attend a bilingual story time at a community library; attend a LAZOS club meeting and event on campus. Interview a member in one of these communities
- Attend a Meet the Muslims event, attend a BYU Muslim Student Association meeting and event, interview a community member.
- Tour Mana Academy, attend an event, interview a staff or faculty member.
- Attend an It Takes A Village meeting and event on campus. Attend a Utah Women in Leadership Meeting at UVU. Interview a community member.
- Attend a BYU Interfaith Club meeting or event; attend a religious service other than your own; interview a community member.

Part 1: Proposal (50 pts)

DUE: Sep 10

Your write-up should include:

1. Your intended project
2. Why you want to participate in this experience
3. How this project will take you out of your comfort zone
4. How you will gain access to this experience
5. Cultural norms you need to be aware of before approaching the experience
6. What you hope to learn through your observations
7. What you hope to learn through your interview
8. Include who you will contact, how you will observe the first time, and who you will interview

Part 2: First Observation (40 pts)

DUE: Oct 22

Should Include: – each number section should be between 300-1000 words

1. Description of visit (25 pts). Where did you go? When did you go? What happened during the visit? What was the context? Did you sit and watch or did someone help you tour? How was this a new experience for you?
2. Connection to class discussions, readings, and assignments (25 pts). How did class discussions, readings, and assignments inform your observation? How did they prepare you for the observation? Please be specific and include class discussions, readings, and assignments in this section.
3. What did you learn? (25 pts) How did class discussions, readings, and assignments help you think about your observation in ways that may have been different than your previous thinking? What do you know now that you did not know prior to your observation?

Part 3: Interview (75 pts)

DUE: Nov 30

1. What did you learn from this interview? What surprised you? How did class discussions, readings, and assignments help you think in preparation for this

interview? How will this interview affect how you go into the second observation?

Part 4: Second Observation (40 pts)

DUE: Dec 3

Should Include: – each number section should be between 300-1000 words

1. Description of visit (25 pts). Where did you go? When did you go? What happened during the visit? What was the context? Did you sit and watch or did someone help you tour? How was this a new experience for you?
2. Connection to class discussions, readings, and assignments (25 pts). How did class discussions, readings, and assignments inform your observation? How did they prepare you for the observation? Please be specific and include class discussions, readings, and assignments in this section.
3. What did you learn? (25 pts) How did class discussions, readings, and assignments help you think about your observation in ways that may have been different than your previous thinking? What do you know now that you did not know prior to your observation?

Part 5: Completed Analysis - FINAL (200 pts)

DUE: Dec 10

Should Include:

1. *Initial Thoughts*: Why did you choose this experience? In what ways did you expect it to push you out of your comfort zone? What did you expect to learn/gain from this experience?
2. *Description of Experience*: What happened? What stood out to you? How did you feel? Describe the experience (particularly the parts you will address in analysis) with enough detail that someone could get a sense of what occurred.
3. *Analysis of Experience*: What did you learn? What new insights did you gain? What aspects of your unique background/culture affected your previous perceptions and your experience during and after the event? What course concepts relate to your experience? How did this experience help you come to a better understanding of these concepts? Why? How will this experience affect your future perceptions, opinions, and dispositions? How will it influence your relationships and interactions with others?
4. *Analysis of Interview*: What did you learn? How did your interview with a person of this community deepen your understanding of this community in ways you could not experience simply by attending a meeting or event?
5. *Analysis of Second Observation*: What did you learn? How did you benefit from this second observation? What was different? How did you feel during this observation? What evidence do you have that you followed cultural norms during the second observation? After your second observation, what can you say now about how your experience changed across your three visits?
6. *Implications for Teaching*: What ramifications might this experience and your resulting insights have on your future teaching? How might this help you in interactions with future students and parents? How has this experience helped you in the development of multicultural dispositions (meekness, social awareness, advocacy), and what will you do to apply this in a classroom setting?

Single Story (100 pts)

DUE: Sep 24

The purpose of this assignment is to help you understand the concept of a “single story”, recognize its pervasiveness, and critically unpack the single story of another group.

The assignment has three parts, resulting in a 1000-1400 word essay.

Part 1: Reflection and Self-Exploration (500 - 700 words)

1. Watch Chimamanda Adichie’s TED talk ["The Danger of a Single Story"](#).
2. Think about the following questions
 - a. What is the danger of a single story?
 - b. How is stereotyping problematic?
 - c. How does this relate to dynamic notions of culture?
 - d. Why does the “single story” phenomenon occur?
3. Reflect on the single stories about others that we tell and consume. Reflect on your own. Have you ever been in the position that she describes? How have you seen evidence of the single story in your life and in the lives of others? Please reflect specifically about the single story of others at the local, state, national, and international levels.
4. Address these questions and explain your thoughts and conclusions, showing what you feel to be the most valuable insights and new ideas gained from watching this lecture.

Part 2: Artifacts

1. Choose an underprivileged group that you feel has been under- or mis-represented in society. This should be a group you are unfamiliar with. Create a social ‘snapshot’ of the cultural group at the local, state, national, and international level. Gather visual, narrative, audio, and/or other representations of the group you have selected from the media, curriculum, and policy – these may be from newspapers, magazines, music, television, websites, blogs, podcasts, etc. Choose a variety of different sources (wikipedia may not be used).
2. Select 5-7 different items or artifacts for analysis - at a local, state, national, and international level. Artifacts are anything that you can use to uncover how this group is portrayed in society, or which play a role in influencing the public opinion about this group.

Part 3: Critical Thinking (500 - 700 words)

1. Look at your artifact and consider how they tell a single story about the group you chose. Consider the following questions while analyzing the artifacts.
 - a. What is the single story of the group you selected? What messages are being sent about this cultural group through these artifacts? Describe how the artifacts convey the messages.
 - b. How do the artifacts work together (or oppose each other) in portraying a single story?
 - c. How does the idea of a dominant or powerful group influence how your chosen group is portrayed?
 - d. What effect does the type of media have on the messages conveyed about this group?
 - e. How might this message impact how a child and his or her parents from this cultural group are viewed and treated at school and in the classroom?

- Why is it important for special education teachers to examine how cultural groups are represented in the media, curriculum, and policy?
- f. Why is it important for teachers to examine how cultural groups are represented in the media, curriculum, and policy?
2. Answer these questions in a reflection. This is not a summary of each artifact, but a critical analysis of the artifacts as a whole in contributing to a single story.

Identity and Bias Project (100 pts)

DUE: Oct 8

This project includes *four parts*, which should result in an analysis between 1000 - 1500 word reflection/essay + the literary chart

Part 1: Disability Awareness Family History

The purpose of this task is for you to learn more about individuals within your family who were born with obvious challenges, were identified by schools with a disability or disorder, or became disabled in childhood or adulthood through physical or mental illness, accident, injury, or aging.

Interview your parents, grandparents or other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, and their challenges. You might choose to spend some time with them and reflect on what you learn that ties in with this class.

Provide a clear and concise summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked and what you learned.

Provide a well-developed reflection on your inquiry and analysis of your findings.

1. Describe your emotional, intellectual, and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities?

Part 2: Analysis of Personal Interaction with an Individual with Disabilities

Provide a *summary of an interaction* with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the

interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

Describe your initial response to the interaction, and then dig deeper. *Reflect on your own personal response to the interaction.* What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

1. Describe your emotional, intellectual, and behavior responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experience in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?
3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?

Part 3: Children's Literature Analysis

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Whether online, or through a library resource, read 20 children's literature books with characters focused on a specific disability.

1. Create a chart with the following information:
 - a. Title, Author, Illustrator of the book
 - b. Brief summary of the ploy
 - c. Demographic information about the characters with a disability (include race, gender age, ethnicity)
 - d. Describe the character's disability as portrayed in the book
2. Analysis
 - a. Using what you are learning about specific disabling conditions, analyze whether the information presented about each character is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
 - b. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom.
 - c. Discuss how this book would influence children's perceptions of disability.
 - d. Describe how you would use this book to teach about that specific disability. Would you use this book in your class? Explain why or why not?
 - e. Note any stereotyping.

- f. Finally, compare and contrast characters across your chart. Are there any patterns? What do you notice?

Part 4: Final Analysis

Write an essay to summarize learning across all three areas of the project. What did you learn? How does this learning complement what you are learning in class?

Cultural Diorama (200 pts)

DUE: Nov 5

The Cultural Diorama Assignment allows you to explore who you are culturally, and how you have experienced privilege. Becoming familiar with your cultural identity and background helps you to recognize and value the identities and backgrounds of others, including your future students.

The idea of culture is broad, but it is essentially a set of shared rituals and ideas used to organize and interpret social life. Some have described culture as having two parts - one half is visible (clothing, food, language, etc), and the other half is less visible (beliefs, social norms, etc). The visible aspects of culture are a reflection of the less visible components - for example, deep cultural notions about modesty and beauty are manifested in clothing. In completing this project, you should focus on the ‘deep’ aspects of culture.

Part 1: Cultural Pie

This about your own “deep” and “shallow” cultural traits and habits. Reflect on what they look like and write a list of your cultural traits, including ethnic background, language background, socioeconomic background, and other traits reflected “below the iceberg”. How does your background influence the way you see the world? Create a “cultural pie” (see below) to illustrate the aspects and salience of your identity. How do you see yourself? Who are you? Which aspects of your cultural identity contribute most to how you see yourself? You should, at a minimum, include race, ethnicity, socioeconomic status, and gender in your pie. Use the size of the pie slices to reflect which aspects of your cultural identity are most salient to you.

How to create a cultural pie:

Discovering Your Cultural Identity

- Create a pie chart with these 4 - 10 elements. The size of slices reflects the strength (importance to you) of each element. Include 4 - 10 cultural groups with which you personally identify - must include, at a minimum, race, ethnicity, socioeconomic status, and gender.

Part 2: Artifacts

Using your cultural pie as a reference, identify 3 tangible artifacts that represent some of these invisible aspects of your culture. Think deeply about these objects. Remember that we often take our culture and privilege for granted. I am less interested in a list of hobbies and more interested in a reflection on how the culture in which you were raised has affected what you have, value, do, think, and who you believe yourself to be today. In considering each artifact, think about how your privilege (or lack of privilege) factors into your ‘deep culture’. Consider also how your privilege and cultural identity could motivate you to be an advocate for others. Write a short explanation of each artifact, including how it represents your deep culture and your privilege, and how your position motivates you to advocacy.

Part 3: Summary Statement

Consider your pie and your artifacts as a whole - what maxims can you extract about your identity? Briefly write a few statements of self-awareness which sum up what you've learned about your cultural identity.

International Special Education Project (100)

DUE Nov 17

The purpose of this project is to help you understand inclusionary perceptions and practices for individuals with special needs in various countries.

1. Sign up with your semester team to research special education laws and structures in specific countries.
 - Group 1: American Samoa
 - Group 2: Finland
 - Group 3: China
 - Group 4: Palestine
2. Provide a presentation of learning/understanding
 - a. Please include
 - i. Information about special education laws and practices in the target country
 - ii. A visual representation comparing and contrasting specific federal and international special education laws specific to the researched country and federal special education laws in the US
 - iii. A mini drama: create and act out pivotal moments (including key players) that/who were instrumental in developing educational advances for students with special needs relative to researched country

RUBRICS

Cultural Diorama Scoring Rubric:

	Low	Mid	High
Illuminating Artifacts	Artifacts do not represent significant aspects of her/his cultural identity and background. Analysis is trite and insincere.	Analysis of artifacts to illustrate her/his identity and background appears fairly important, though there is little evidence of deep reflection.	Three well-chosen artifacts are analyzed to illustrate "deep" (important and less apparent) aspects of cultural identity and background. Analysis is sincere and moves beyond the obvious.

Analysis of Privilege	Does not address the notion of privilege in the written reflection, or acknowledge privilege to motivate advocacy for others.	Somewhat addresses the notion of privilege in the written reflections. Hardly acknowledges privilege to motivate advocacy for others.	Directly addresses the notion of privilege in the written reflection of each artifact. Acknowledges privilege to motivate advocacy for others.
Summary Statement	Summary is not comprehensive or insightful. It hardly characterizes her/his cultural background and does not identify points about identity and self-awareness more broadly.	Summary is somewhat comprehensive but not very insightful. It characterizes some aspects of her/his cultural background without identifying points about identity and self-awareness more broadly.	Summary is comprehensive and insightful. It characterizes her/his cultural background while also identifying meaningful points about identity and self-awareness more broadly.
Cultural Pie	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are not congruent with the artifacts and reflections.	Addresses some aspects of her/his cultural identity, though neglects race/ethnicity, gender, or socioeconomic status. The aspects and salience of cultural identity in the pie are somewhat congruent with previous artifacts and reflections.	Addresses significant aspects of her/his cultural identity, particularly race/ethnicity, gender, and socioeconomic status. The aspects and salience of cultural identity in the pie are congruent with previous artifacts and reflections.

Single Story Grading Rubric

	Low	Mid	High
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Reflection and Self-Exploration	Reflection seems incomplete or completed with little thought. Student does not seem to understand the dangers of a single story. There is no evidence or examples of self-exploration regarding instances of the single story in the student's own life or experience. Few, if any, insights regarding the communication, impact, or pervasiveness of the single story are expressed.	The concept of a single story is described, but may not be well understood. The description of the effect of a single story in the student's own life is unclear or does not fit into the category of a true "single story". Insights are present, but not well-developed. Student correctly identifies and uses Adichie's arguments, but fails to add new ideas or interpretations.	Reflection is clear and coherent with ideas that are explored in more than cursory ways. It shows an understanding of the implications and dangers of a single story and reflects on the impact of a "single story" on others, and how the single story is perpetuated in different ways. Self-exploration is related to how the "single story" has affected you in your own life, and provides new and useful insights regarding the communication, impact, and/or pervasiveness of the "single story" phenomenon.
Snapshot	The group chosen is one with whom the student is already familiar. Artifacts are not from a variety of sources. Little connection between the artifacts and the group's story. Less than three artifacts are used, or Wikipedia was used as a source. List of sources is incomplete.	The selected group was one with whom the student is not already familiar, but there is little evidence of increased awareness or understanding as a result of the exercise. 3-4 artifacts are used, but they may be trite or less-effective examples of the single story, or may be all from very similar sources. Most of the artifacts are related to the single story told about the group. List of sources is included.	Snapshot was used as an opportunity for new awareness or engaging with groups not already familiar. Artifacts are drawn from different sources and included.

Community Experience Mini Ethnography Grading Rubric

	Low	Mid	High
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Description of Experience	Activity was not approved, or was one with which the student was already familiar. Little to no identification of prior notions or reasons for choosing the activity provided. Description is vague or incomplete, and does not provide enough detail to explain what the student experienced.	Activity was approved and appropriate, but it is unclear whether or not it pushed the student outside his/her comfort zone. Learning goals were not well-connected to the activity. Description of the activity is inadequate in providing a complete picture of the experience.	Activity chosen is appropriate for the assignment and provides an opportunity for new awareness. Students identified clearly why the activity was chosen and what you hoped to learn. The description of the activity is clear and concise, but provides an appropriate level of detail.
Analysis	No new insights were gained or described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Insights are mentioned, but are not fully developed. Some analysis is provided of the event, but the argument is weak or is mostly descriptive. Course concepts are mentioned, but are not well-supported with details from the experience.	Several new insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the experience with course concepts and provides appropriate support and evidence for why the concepts are related. There is evidence of critical thinking.
Interview	No interview conducted.	Interview conducted but no new insights were described. Reflection is a summary of the event. No course concepts are integrated, or the course concepts identified are unrelated to the experience.	Interview conducted with member of community. New insights and understandings are clearly articulated and goes beyond mere description of the event itself to provide an analysis. Reflection directly integrates the interview with the experience and course concepts and provides appropriate support and evidence for why the interview, experience and course concepts are related. There is evidence of critical thinking.

Personal Application	Self-exploration is shallow. Experience seems to have little effect on the student's assumptions or views. Fails to address changes in future perceptions, relationships, and interactions that might occur as a result of this experience. Dispositions are not discussed, or are misidentified.	Self-exploration is complete but lacks depth. Student assumptions and views do not seem to be positively impacted by the experience. Assumptions are made about the effect on the student's future interactions, but these assumptions may be weak or faulty. Application does not display a complete understanding of the relationship between the experience and dispositions.	Self-exploration is articulate and deep and includes a description about how the experience changed the student's own assumptions or views. Application anticipates the effect of the experience on the student's future perceptions, relationships, and interactions with others, and discusses the experience with relation to dispositions.
Teaching Application	Connections from the community experience and future teaching situations are ambiguous or unrelated. Application does not address implications for diverse parents and students, or seems unrelated to the community experience. Ideas for application may contradict course concepts or dispositions.	Student attempts to make connections between the experience and future teaching implications, but these connections are not well supported. Insights do not seem fully applicable to future interactions, or neglects to address either student interaction or parent interaction. Dispositional principles are not well integrated into analysis.	Clear and meaningful connections are made between the community experience and future teaching. Student addresses how insights gained relate to future relationships and interactions with diverse students and parents. Ideas for application demonstrates a correct understanding of sound dispositional principles.

Attendance and Participation

About: You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, and stay the entire class time.
- It is expected that all students have thoroughly prepared for class by completing the assigned readings and reflecting on them, and participating (with a capital P).
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of 12 hours PRIOR to the class session.
- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.

- If you choose not to do so, you will lose 8 points from your final grade for each absence after the first one. Please note that you will forfeit the opportunity to make up if you do not notify me before missing class which will also result in losing 8 points.
- For each class, please bring a hard/ electronic copy of the assigned readings.

Reminder: Keep in mind, you are expected to participate professionally which means that you engage with the lecture and use electronic devices for note-taking ONLY.

Opportunity for Extra credit: (Due Apr 9): Cross cultural paper- attend a cultural performance on campus and compare/ contrast that with what you learned in your Community Experience Mini Ethnography.

University Policy

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Grading Expectation

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. A grade of B- is given for exceptional performance. Meeting all requirements, completing all coursework, and participating in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.