Texas State University-San Marcos
Multicultural Curriculum Transformation Guide/Assessment Instrument

Name of Course: University Seminar 1100
Instructor: Mario Molina
Department: University College
Degree: General Education Core Curriculum
Degree Program Requirement: YES X NO

1. Course Description
The purpose of this course is to set a stage upon which the student will take an active role in his/her education. The University Seminar will expose the student to university life and to the skills necessary for success in life after college. Through active discussions, hands-on-projects and opportunities for outside learning, student will explore the multiple tasks and responsibilities of a college student. Additionally, the student will participate in activities and discussions that specifically address cultural sensitivity and multicultural relations.

2. Course Objectives
A. Instructor’s objectives for the course include the following:

1. To facilitate students’ adjustment to the challenges of life and learning at Texas State University.

2. To raise multicultural awareness by asking the student to identify his/her own cultural background and to reflect upon, discuss and analyze the multicultural issues within our classroom, our campus and the world environment.

3. To provide practical skills exercises and human relations discussions (particularly relations of a multicultural nature) that provide a means of gaining a broader perspective for viewing the nature and value of university study.

4. To identify practical learning skills and concepts that will promote students’ academic success.

5. To encourage students to explore the connection between university study and life enrichment, life-long learning, civic responsibility and the value of cultural diversity.
### 3. Course Content (60% needed for MC classification)
- **LEVEL ONE:** ___  **LEVEL TWO:** ___  **LEVEL THREE:** ___ (Check one. Explain.)

Various reading assignments will specifically address multicultural issues. Assignment requiring students to research cultural issues as presented in scholarly journal. Research will be conducted by utilizing University Library databases.

Group decision-making process involving selection of culturally diverse (fictional) candidates competing for scholarship funds.

Group presentation of photo journal depicting members of culturally diverse characters from our campus. Students will provide a written or oral presentation.

Cultural Roots Exercise will help student identify his/her own cultural background and share findings with fellow seminar students.

A Faculty Interview Exercise will encourage student to become familiar with faculty member’s perspectives and opinions. Student is encouraged by way of assignment to ask questions related to faculty’s cultural background or views on multicultural sensitivity.

### 4. Instructional Strategies
- **LEVEL ONE:** ___  **LEVEL TWO:** ___  **LEVEL THREE:** ___ (Check one. Explain.)

Instructor will serve primarily as facilitator and moderator. Assignments and guidelines will be presented to students but classroom interaction will be driven primarily by student participation.

Group discussion will be primary source of interaction. Instructor will engage group to support exchange of ideas, opinions and perspectives. Students are encouraged via activities and assignments to share of their own experiences, beliefs, values and cultural awareness. Through dialogue and active listening, students will be encouraged to gain a deeper understanding of similar attributes of fellow seminar classmates.

Rules of engagement will be clearly defined and followed to promote good will and constructive communication among classmates. Adherence to these rules will promote willing participation in class room discussion and written assignments.

Critical analysis of reading assignments and research articles will be required and presented either in written format or oral presentation.

### 5. Assessment of Student Knowledge
- **LEVEL ONE:** ___  **LEVEL TWO:** ___  **LEVEL THREE:** ___ (Check one. Explain.)

For written assignments, students will be given a rubric to more accurately organize their assignment. Submitted assignment will be scored against the rubric.

For group assignments, students are required to submit written report. For class discussion on same assignment, student can submit written thoughts (to maintain class participation) or speak publicly to answer class discussion questions.
6. Classroom Interactions

LEVEL ONE: _____ LEVEL TWO: _X_ LEVEL THREE: _____ (Check one. Explain.)
The topics explored pertaining to cultural diversity and cultural issues will provide the student with an opportunity for personal growth in regards to issues of diversity, cultural awareness and cultural sensitivity.

Assigned readings that require analysis will promote critical thinking skills and encourage further consideration given to the issues of multicultural experiences.

Experiences the set rules of engagement in the classroom setting will foster a willingness to participate in or encourage additional dialogues on the subject of multicultural issues.

7. Course Evaluation

The standard Departmental Evaluation will be provided to students. Additionally, I will create an instrument that will provide the student an opportunity to evaluate the multicultural aspect of the course’s content and teaching strategies.

Percentage of Multicultural Content: 68%

Multicultural Classification:
MC=multicultural content: courses with 60% of the content multicultural
MP=multicultural perspective: courses using a variety of strategies to encourage multiculturalism, including content, instructional strategies, assessment, and classroom dynamics (When this is the only classification, the content is less than 60%)

Choose the best multicultural classification that describes this course: Circle one. MC X MP MC and MP

Does this course focus on international diversity, U.S. diversity, women’s studies, or a combination of all three?

The course will focus primarily on International and U.S. diversity issues but attention to Women’s Studies will probably occur as a subset of a discussion on issues of diversity. The same rule will apply to possible discussions pertaining to gender, ethnicity, age, sexual orientation, socio-economic status to mention a few.

The fact that the course may drift among the three subsets of diversity is influenced by the attention given by the student to the particular topics. In my experience, students are willing to engage in meaningful and critical dialogue if the setting conducive to such dialogue is presented. My teaching strategy allows the student to explore their topic of choice while I maintain the role of moderator of the rules of engagement pertaining to student interactions within the classroom.
I. GENERAL INFORMATION

COURSE NAME: University Seminar
COURSE NUMBER: US 1100 – Section 262
TIME AND PLACE: M – W 1:00 to 1:50 p.m., FAB 102

INSTRUCTOR INFORMATION:
Mario Molina
Office: Facilities Operations, 150 Sessoms Drive
Office Hours: Monday 10 a.m. - 12 noon, 10 a.m. – 12 noon or by appointment
Phone: Office 512-245-3848, Cell 512-738-0897 Fax 512-245-1499
Email: mm16@txstate.edu

II. COURSE OVERVIEW
The purpose of this course is to set a stage upon which you, the student, take an active role in your education. The University Seminar will expose the student to university life and to the skills necessary for success in life after college. Through active discussions, hands-on-projects and opportunities for outside learning, student will explore the multiple tasks and responsibilities of a college student. Additionally, the student will participate in activities and discussions that specifically address cultural sensitivity and multicultural relations.

III. OBJECTIVES

A. Instructor’s objectives for the course include the following:

1. To facilitate students’ adjustment to the challenges of life and learning at Texas State University.

2. To raise multicultural awareness by asking the student to identify his/her own cultural background and to reflect upon, discuss and analyze multicultural issues within our classroom, our campus and the world environment.

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5. To encourage students to explore the connection between university study and life enrichment, life-long learning, civic responsibility and the value of cultural diversity.
IV. COURSE OUTLINE

Teaching/Learning Methods

Lecture, discussion, audiovisual aids, guest speakers, student presentations, class activities, small group exercises, or written assignments will be used to address various topics, expose students to differing points of view, focus on a critical analysis of the material, and build self-awareness.

V. TEXTBOOKS: Tuesdays With Morrie, Readings from University Seminar Text and assorted readings provided by instructor.

VI. ATTENDANCE POLICY

Attendance and class participation are essential requirements of this course. There is a strong correlation between class attendance and college success. If you are absent you are responsible for contacting a classmate to obtain notes, assignments and handouts. Students must arrive to class on time. Two late arrivals will be equivalent to one absence. You may have one absence without penalty. Five points will be deducted from your final grade for each subsequent absence (i.e. 3 absences = 10 point penalty). Four or more absences will result in a grade of “F” for the course. Absences resulting from culturally traditional holiday or religious practices will be handled according to University policy regarding such cultural observances.

Late assignments: Written assignments will not be accepted late. If you arrive late to class your assignment will be considered late. Being absent from class does not excuse you from a due date. If you cannot personally deliver your assignment during class time you may fax it (245-1499), email it (mm16@txstate.edu) or deliver it to my mailbox at the Facilities Operations Bldg. (245-2148).

VII. EVALUATION CRITERIA: Course Assignments and Grading Criteria

Your final grade will be calculated by the number of points accumulated by completing the assignments listed below:

Course assignments:
- Computer Assignment 25 points
- Reading Assignments 25 points
- Faculty Interview 50 points
- Photo Journal 25 points
- Cultural Roots Project 50 points
- Final Exam (Essay) 75 points
- Class Participation 50 points
Grading Scale:
A = 270 - 300
B = 240 - 269
C = 210 - 239
D = 180 – 209
F = 179 or below

Assignments:
Typed assignments must be double-spaced, 12 point font, and 1 inch margin. Handwritten assignments must be legible and neatly written. Each assignment should have the following information placed in the middle of the top of the front page:

“Assignment Title”
Your Name(s)
US 1100 Section # __
For Mr. Molina
Fall Semester 2003

Reading Assignment: Article referencing cultural diversity will be provided. Student will read article, provide a written summary and discuss in class.

Faculty interview:
Students will interview one SWT faculty member. This interview will give the student an opportunity to learn about the faculty member and the faculty member’s opinions and thoughts about students, the values of higher education and the instructor’s view of the effect of cultural differences in the classroom. An interview guide will be provided.

Cultural Roots Project

Objectives:
Procedures:
Task:

Photo Journal:
Student will form group of three and photograph, with permission, people who are identified as a representative of a culturally dissimilar group. The students will photograph various characters and interview at least one member of the group to learn more about the representative culture. Group will share its findings via written or oral report to the fellow seminar students in class.
**Final Exam (Essay):**
Students will select an article from a list provided by the instructor and write a brief essay with the student’s reactions to the article. A guideline will be provided in class.

**Attendance and Class Participation:**

See the Attendance Policy above for this class. Students are expected to actively participate in class discussions and activities. Instructor will serve as facilitator and moderator for all class discussions. Meaningful and respectful dialogue will be maintained at all times. Respect for everyone in the classroom setting will be observed. Instructor reserves the right to end discussion or remove non-compliant individuals if such rules of engagement are not followed.

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**VIII. ACADEMIC HONESTY**

Students at SWT must demonstrate a high standard of integrity. They should do their own work on all graded assignments submitted for all course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. The student is directed to read and abide by the policies pertaining to academic honesty as described in the pertinent sections of the Southwest Texan Official Student Handbook.

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**IX. SPECIAL ACCOMMODATION**

Students having special needs/disabilities which require accommodations for the successful completion of this course must notify the Office of Disability Services no later than the first week of classes. Failure to do so in a timely manner may result in accommodations not being made as needed. For information on “Disabled Student Services at Texas State University”, please refer to the Student Handbook.

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**X. DISTRIBUTION OF STUDENT GRADES**

Student grades will not be given over the telephone, posted, or via email as each of these methods of grade distribution is in violation of the “Family Educational Rights and Privacy Act and Texas Open Record Law” located in the Faculty Handbook.
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University Seminar 1100
Fall Semester 2006

Week 1:
Introduction to syllabus. Completion of PERSONAL QUESTIONAIRRE (PQ).

Week 2:
Ask students to make a list of anticipate fears or obstacles as they enter this new phase of their life. Collect and seal in envelope. Will return to student at end of semester. Exchange of PQ and students interview each other using PQ.

Week 3:
Second exchange of PQ’s. Assign Kitano’s chapter that defines Multiculturalism.

Week 4:
Read and discuss Kitano’s article in class. Definition of multicultural(ism). Assign Faculty Interview.

Week 5:
Library Computer Resource Tutorial

Week 6:
Computer Exercise in Library. Find, print and read an article about multiculturalism and provide a critical assessment of the article selected.

Week 7:
Submit copy of research findings and written assessment of article. In-class presentation referencing article found during library research. Discuss high points of critical assessment.

Week 8:
Visit to Career Services.

Week 9:
Daily Calendar exercise. Demonstrate with juggling beany bags if time allows.

Week 10:
Who Gets the Scholarship Money exercise. Discuss how cultural identity influences decision.

Week 11:

Week 12:
Cultural Roots Assignment.
Week 13:
From University Seminar Textbook read “The Face of Racism”. Reading assigned prior to class meeting. Class discussion. What points of the text does student connect with?

Week 14:
Presentation of Photo Journal and submission or written or oral presentation to communicate findings to fellow students.

Week 15:
Discussion of Tuesdays With Morrie. Discussion centered around the Cultural of the Aged.

Week 16:
Submit Final Exam. Discussion of Personal Experiences.