MODULE NAME:	MODULE CODE:
MULTICULTURAL EDUCATION	**MCED7311**

ASSESSMENT TYPE: ASSIGNMENT 1 (PAPER ONLY)

TOTAL MARK ALLOCATION: 100 MARKS

TOTAL HOURS: 10 HOURS

By submitting this assignment, you acknowledge that you have read and understood all the rules as per the terms in the registration contract, in particular the assignment and assessment rules in The IIE Assessment Strategy and Policy (IIE009), the intellectual integrity and plagiarism rules in the Intellectual Integrity Policy (IIE023), as well as any rules and regulations published in the student portal.

INSTRUCTIONS:
1. ***No material may be copied from original sources, even if referenced correctly, unless it is a direct quote indicated with quotation marks. No more than 10% of the assignment may consist of direct quotes.***
2. ***Make a copy of your assignment before submitting it.***
3. *This assessment must be submitted via SafeAssign. Markers will also closely examine all scripts for intellectual integrity so ensure that you follow suitable referencing and source-use practices.*
4. *Assignments must be typed unless otherwise specified.*
5. *All work must be adequately and correctly referenced.*
6. *Begin each section on a new page.*
7. *Follow all instructions on the assignment cover sheet.*
8. *This is an individual assignment.*

Referencing Rubric _____

Providing evidence based on valid and referenced academic sources is a fundamental educational principle and the cornerstone of high-quality academic work. Hence, The IIE considers it essential to develop the referencing skills of our students in our commitment to achieve high academic standards. Part of achieving these high standards is referencing in a way that is consistent, technically correct and congruent. This is not plagiarism, which is handled differently.

Poor quality formatting in your referencing will result in a penalty **of a maximum of ten percent being deducted from the percentage awarded**, according to the following guidelines. Please note, however, that **evidence of plagiarism in the form of copied or uncited work (not referenced), absent reference lists, or exceptionally poor referencing, may result in action being taken in accordance with The IIE's Intellectual Integrity Policy (0023)**.

Markers are required to provide feedback to students by indicating **(circling/underlining) the information that best describes the student's work.**

Minor technical referencing errors: 5% deduction from the overall percentage – the student's work contains **five or more errors** listed in the minor errors column in the table below.

Major technical referencing errors: 10% deduction from the overall percentage – the student's work contains **five or more errors** listed in the major errors column in the table below**.**

If both minor and major errors are indicated, then 10% only (and not 5% or 15%) is deducted from the overall percentage. The examples provided below are not exhaustive but are provided to illustrate the error

Required: Technically correct referencing style	Minor errors in technical correctness of referencing style Deduct 5% from mark awarded	Major errors In technical correctness of referencing style Deduct 10% from mark awarded
Consistency The same referencing format has been used for all in-text references and in the bibliography/reference list.	Minor inconsistencies. The referencing style is generally consistent, but there are one or two changes in the format of in-text referencing and/or in the bibliography. For example, page numbers for direct quotes (in-text) have been provided for one source, but not in another instance. Two book chapters (bibliography) have been referenced in the bibliography in two different formats.	Major inconsistencies. Poor and inconsistent referencing style used in-text and/or in the bibliography/ reference list. Multiple formats for the same type of referencing have been used. For example, the format for direct quotes (in-text) and/or book chapters (bibliography/ reference list) is different across multiple instances.
Technical correctness Referencing format is technically correct throughout the submission. Position of the reference: a reference is directly associated with every concept or idea. For example, quotation marks, page numbers, years, etc. are applied correctly, sources in the bibliography/reference list are correctly presented.	Generally, technically correct with some minor errors. The correct referencing format has been consistently used, but there are one or two errors. Concepts and ideas are typically referenced, but a reference is missing from one small section of the work. Position of the references: references are only given at the beginning or end of every paragraph. For example, the student has incorrectly presented direct quotes (in-text) and/or book chapters (bibliography/reference list).	Technically incorrect. The referencing format is incorrect. Concepts and ideas are typically referenced, but a reference is missing from small sections of the work. Position of the references: references are only given at the beginning or end of large sections of work. For example, incorrect author information is provided, no year of publication is provided, quotation marks and/or page numbers for direct quotes missing, page numbers are provided for paraphrased material, the incorrect punctuation is used (in-text); the bibliography/reference list is not in alphabetical order, the incorrect format for a book chapter/journal article is used, information is missing e.g. no place of publication had been provided (bibliography); repeated sources on the reference list.
Congruence between in-text referencing and bibliography/reference list All sources are accurately reflected and are all accurately included in the bibliography/reference list.	Generally, congruence between the in-text referencing and the bibliography/ reference list with one or two errors. There is largely a match between the sources presented in-text and the bibliography. For example, a source appears in the text, but not in the bibliography/reference list or vice versa.	A lack of congruence between the in-text referencing and the bibliography. No relationship/several incongruencies between the in-text referencing and the bibliography/reference list. For example, sources are included in-text, but not in the bibliography and vice versa, a link, rather than the actual reference is provided in the bibliography.
In summary: the recording of references is accurate and complete.	In summary, at least 80% of the sources are correctly reflected and included in a reference list.	In summary, at least 60% of the sources are incorrectly reflected and/or not included in reference list.

Overall Feedback about the consistency, technical correctness and congruence between in-text referencing and bibliography:
_____
_____

Question 1___   **(Marks: 50)**

Q.1.1	Multicultural lessons contain the same ingredients as any other lesson. How would you go about creating an effective **multicultural lesson**? Ensure that you use the three steps of Bennett and provide relevant examples.	(15)

Q.1.2	*With eleven official languages and many other languages spoken in South African classrooms, multilingualism has become quite a challenge for educators. In many schools today, there may be as many as six languages and even more cultures represented in one classroom. How do teachers cope with this while trying to teach children to read and write? The challenge of multiculturalism in classrooms is a legacy of addressing the challenges of our past, and a new approach is needed in the diverse South African classroom for effective teaching to occur.*		
	Q.1.2.1	Given the above, critically discuss guidelines for effective communication in the culturally diverse classroom. Your discussion should take into consideration contextual factors.	(18)
	Q.1.2.2	Provide examples for each guideline on how it could be effectively implemented.	(12)

Q.1.3	Your mentor teacher at the school where you are doing your teaching practice has asked you to present a workshop for parents of English language learners (ELLs) on how they can support their children with language acquisition. Mention and motivate the practical strategies you believe will be most useful.	(5)

Question 2___   **(Marks: 50)**

Q.2.1	Read the descriptions below and identify whether the learners are field dependent or field independent as well as the characteristic described in the description. John prefers working on his own and is very competitive and focused on completing tasks on time. His teachers view him as distant and he only engages with the teacher to complete tasks, the teacher finds him to be impatient and values his independence and his focus on detail and the individual parts of content.

	Olivia on the other hand prefers to work with others and is socially intelligent. She is interested in her teachers' personal lives and looks up to them. The teachers however feel she needs lots of assistance and constantly requests guidance to achieve tasks. E.g. **6.1.1** John: Field dependent/works on his own.	
	Q.2.1.1 Relationship with peers.	(6)
	Q.2.1.2 Personal relationship with teacher.	(5)
	Q.2.1.3 Instructional relationship to teacher.	(6)
	Q.2.1.4 Cognitive style.	(3)
Q.2.2	You are a teacher at a school where linguistic diversity is a feature. Suggest practical **No Cost Guidelines** for subject teachers to implement with regards to lesson preparation and classroom management to mitigate the challenges of linguistic diversity.	(10)
Q.2.3	The selection of appropriate instructional material for the multicultural classroom is essential for achieving your goal of teaching multicultural content.	
	Q.2.3.1 Critically discuss guidelines for the selection of multicultural content for the school curriculum.	(10)
	Q.2.3.2 Source at least two sources (websites/articles) that could be used to source content and discuss why these sources are appropriate (Be sure to include the relevant links).	(10)

END OF PAPER

[TOTAL MARKS: 100]