

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP, COUNSELING
AND SPECIAL EDUCATION**

**EDUC 2120
EXPLORING SOCIO-CULTURAL PERSPECTIVES ON DIVERSITY
3 SEMESTER HOURS**

Term: Fall 2009

Professor: Deering

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Office Hours: Even numbered weeks beginning Monday, August 24: Monday 8-12;

Tuesday 1-5, Wednesday 2-4. Odd numbered weeks beginning Monday, August 31:

Wednesday 2-4; Thursday 8-12; Friday 1-5.

COURSE DESCRIPTION:

This course is designed to provide future educators with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity; and 4) the influences of culture on learning, development and pedagogy. **There will be a 20 hour field component to this course. You can not pass this course without completing these hours.**

TEXTBOOKS:

Noel, Jana. Classic Edition: Sources, Multicultural Education, 2nd edition.

NOTICE:

This is an online WebCt based course without any mandatory meetings. There will be several optional meetings and all are encouraged to attend.

CONCEPTUAL FRAMEWORK PRINCIPLES:

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive**

professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (NCATE)

The Educational Leadership, Counseling and Special Education holds a common set of standards (knowledge, skills and dispositions) in which each candidate prepares to practice as professionals in their disciplines. They will promote the success of all students through becoming:

- I. Learned and Scholarly Professionals who are Knowledgeable-Ethical-Collegial
- II. Democratic Professionals who are Advocates and Meaning Makers
- III. Self-Actualizing Professionals who are Role Models and Changes Agents

Course Objectives:

~~Students will:~~————

- A. Examine the nature and function of culture (definitions of culture, material and non-material aspects of culture)
- B. Explore how history and culture shape world views.
- C. Examine the development of his/her own cultural identity and learning styles.
- D. Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture.
- E. Explore strategies for teaching culturally diverse students in the classroom.
- F. Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination.
- G. Identify educators' cultural practices and expectations that perpetuate and maintain achievement gaps.
- H. Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.

I. Identify assets and values of diverse populations to bring student learning to higher levels.

Element: Prepared (PD)

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manner.

ASSIGNMENTS:

- A. Student will write a 4-5 page graded field experience report. In this report the student will describe what they saw in the classroom that either enhanced or inhibited the teaching learning process. Due Tuesday, December 1. 20%
- B. Midterm Friday-Sunday, October 9-11 30%
- C. Final exam Friday-Sunday, December 4-6 30%
- D. Every week students will post answers to the instructor's questions and respond to a classmate's original post. 20%
- E. The field experience will be documented both through the Field Experience Reports as well as the Time Documentation Form and the Teacher Evaluation of Field Experience Form (standard Teacher Development forms). These forms must be turned into the instructor.

Grading Scale:

93-100.....	A
85-92.....	B
77-84.....	C
70-76.....	D
69 and below	failure

READING ASSIGNMENTS:

All reading assignments are from the Noel book and are the entire chapter. That means all sections in the chapter.

August 17-21

Chapter one

August 24-28

Chapter two

August 31-September 4

Chapter three

September 7-11

Chapters four

September 14-18

Chapter five

September 21-25

Chapter six

September 28-October 2

Chapter seven

October 5-9

Fleming article. It is on the WebCt page.

October 12-16

O'Connor article. It is on the WebCt page.

October 19-23

Chapter nine

October 26-30

Chapter ten

November 2-6

Chapter eleven

November 9-13

Chapter twelve

November 16-20

Chapter thirteen

November 23-25

Work on your field reports

November 30-December 3

Chapter fourteen

December 4-6 (Friday-Sunday)

Final exam

ASSIGNMENTS TO BE POSTED ONLINE:

ALL POSTINGS TO MY QUESTIONS MUST BE UP BY 5:00 PM WEDNESDAY OF EACH WEEK. ALL POSTINGS TO CLASSMATES ANSWERS MUST BE UP BY 5:00 PM FRIDAY OF EACH WEEK. NO LATE POST WILL BE READ.

August 17-21

Log on to WebCt. Read all folders on course homepage. Post something about yourself. This could be name, age, hometown, hobby, etc.

After completing the readings please answer the following question: How does pluralism either help or hinder the development of a National identity? Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

August 24-28

After completing the readings answer the following question: Does school give students the tools needed to improve their lot in life or is school an institution which is designed to keep people in their place? Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

August 31-September 4

After completing the readings answer the following question: Few people would claim that educational opportunity is equal in the US. Can we make it more equal and if so, how? If not, why not? Also, post a response to one of the student's answers in your discussion group. These groups will be sent by email. The purpose of these assignments is to generate a "class discussion" among everyone.

September 7-11

After completing the readings answer the following question: Considering our recent election of Senator Obama as the next President of the US, is Trueba correct in his assumptions, too negative, or too optimistic?

September 14-18

After completing the readings answer the following question: What is racism? Can only whites be racist? How is racism seen in schools?

September 21-25

After completing the readings answer the following question: If you could ask Phinney and/or Tatum any question, what would it be?

September 28-October 2

After completing the readings answer the following question: Give me your opinion of both Hirsch's and Schlessinger's arguments.

October 5-9

After completing the readings answer the following question: Tell me what you liked and disliked about the Fleming article.

October 12-16

After completing the readings answer the following question: Describe three of the major criticisms of the special education system offered by the President's Commission on Special Education. Explain why these criticisms are either valid or invalid in your view.

October 19-23

After completing the readings answer the following question: Do you believe gender inequality exists in schools? If so, what will you do to combat this problem?

October 26-30

After completing the readings answer the following question: What are you as a teacher going to do to address the cultural differences in your classroom?

November 2-6

After completing the readings answer the following question: What are the pluses and minuses of bilingual education versus immersion?

November 9-13

After completing the readings answer the following question: If all students in a classroom are being taught the same things by the same teacher, why does a teacher have to be aware of social class?

November 16-20

After completing the readings answer the following question: How difficult do you think it is for a person to be a successful teacher in a school where the teacher is a minority? This does not mean the teacher is a member of a minority group, only that they are in the minority in the school.

November 23-25

Work on your field report

November 30-December 3

After completing the readings answer the following question: After all you have read this semester, do you think you will attempt to make your classroom more multicultural friendly, or will you do what is comfortable for you?

December 4-6 (Friday-Sunday)

Final exam

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or

persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.