

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

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

Term: Summer 2012

Professor: Deering

Email: tdeering@aug.edu

Telephone: 605 274 2521

Office Hours: This is an online course. You can send emails, or call. I am happy to call you at a time of your convenience.

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, 3rd 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. You should check your email and the WebCt posts daily.

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 Professional Development 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:

1. Student will write a 4-5 page assignment using APA format. That is 4-5 pages of content. Assignment is listed towards the bottom of this document. This paper **MUST** be posted on LiveText and formatted using “WORD”. Due date will be sent to everyone during the third week of the semester. 25%
2. Every week students will post answers to the instructor’s questions and make at least three posts to respond to a classmate’s original post. **You must post on at least 4 days Monday through Friday.** You will be notified if your posts are not up to a “B” grade. 25%
3. Midterm begins 8:00 AM Friday, June 8th through 8:00 PM Sunday, June 10th. This is an online test. You can log on only once and must complete the test in one hour. 25%
4. Final exam begins 8:00 AM Monday, July 9th through 8:00 PM Tuesday, July 10th. This is an online test. You can log on only once and must complete the test in one hour. Final exam is NOT comprehensive. 25%
5. The field experience will be documented through the Time Documentation Form and the Teacher Evaluation Field Experience Form (standard Teacher Development forms found online). Both forms are completed online and must be completed by Friday, July 6th.

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.

May 15-20

Chapters one and two

Week two

Chapters three and four

Week three

Chapters five and six

Week four

Chapter seven and Fleming article. It is on the WebCt page.

Midterm—Friday-Sunday, June 8-10. Details will be posted on WebCt.

Week five

Chapter nine and O'Connor article. O'Connor is on the WebCt page.

Week six

Chapters ten and eleven

Week seven

Chapter thirteen and fourteen

Week eight

Chapter fifteen

Final exam begins 8:00 AM Monday, July 9th through 8:00 PM Tuesday, July 10th.

ASSIGNMENTS TO BE POSTED ONLINE:

AFTER THE FIRST WEEK 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. THE FIRST WEEK EVERYONE HAS THROUGH THE WEEKEND.

May 15-20

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

After completing the readings please answer the following question: How does pluralism either help or hinder the development of a National identity? Also, make at least three post to classmates. The purpose of these assignments is to generate at "class discussion"

among everyone. You must post responses to classmates every week. **AND**

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 at least three responses to classmates. The purpose of these assignments is to generate a “class discussion” among everyone. You must post responses to classmates every week.

Week two

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? **AND**

After completing the readings answer the following question: Since understanding culture is difficult and takes time, and since there are many cultural groups in the U.S. how realistic is it to expect teachers to truly know and be able to teach about the numerous cultures that students might bring to the classrooms?

Week three

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

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

Week four

After completing the readings answer the following question: Give me your opinion of both Schlessinger’s, and Bennett’s, Finn’s and Cribb’s arguments. **AND**

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

Week five

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. **AND**

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?

Week six

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? **AND**

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

Week seven

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? **AND**

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.

Week eight

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?

Final exam begins 8:00 AM Monday, July 9th through 8:00 PM Tuesday, July 10th.

After the first week all postings must be up by 5:00 PM on the Wednesday and Friday of the week assigned. During week one you have through the weekend to complete the assignment.

LIVETEXT ASSIGNMENT

Competent teaching requires that teachers be proficient at educating (and interacting) with all students regardless of race, ethnicity, gender, religion, alternative life-style, place of origin, culture or social class. This assignment is designed to help you better understand issues of diversity and how teaching strategies, specific activities, selected materials and social interaction can facilitate learning for all students. Please note that these teaching strategies, activities and materials should be evident even among a homogeneous student population.

Diversity Assignment: In essay form provide specific answers to each of the questions listed below. Your answer should come from what you observed during your field experience.

- 1) Describe in detail any lessons, materials or activities you observed by your teacher that addresses social or cultural diversity.
- 2) Describe in detail any strategies, activities, materials or information by your school or facility that addresses social or cultural diversity.
- 3) Based on information from the textbook, other assigned readings, lectures and class discussion, prescribe two strategies that you believe your classroom or school could

implement that would provide greater understanding and/or appreciation of diversity. (Your examples can include lessons, activities and/or school-wide activities).

Be sure to use APA format, and you **MUST** not use the real name of a student or teacher. **Teacher must be identified as Ms. or Mr. Jones, and students must be identified as Johnny or Mary. If you use any other name you will be graded down two letter grades.**

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of 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.”

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/>

Forms for Field Placement

Everyone must complete 20 hours of field work for each Area F course. Before you go out into the field you must have on file with Mrs. Charlene Blankenship proof of professional liability insurance. You must also have on file with Mrs. Julie Gray a complete and updated criminal background form. All questions concerning these forms should be addressed to the person listed above.

Collaborating Teacher Packet - You are required to print this out and take to your host teacher. This form must be completed and returned to your professor by the date listed above or you will be withdrawn from the class.

<http://www.aug.edu/clinical/forms/labforms.htm>

http://www.aug.edu/field_experience/educ2110-handbook.php

You must read, understand, and follow all directions on these sites.

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.