



College of Education
Department of Childhood Education, Reading & Disability Services
Syllabus
EDG 2701 section 03
Teaching Diverse Populations
Fall 2005

Semester Hours: 3

Course Meeting Times: MW 7:45 – 9:00am

Course Location: 201 DIF

Instructor: Peggy Russell, Ph.D.

Office Location: 205 Stone Building

Office Hours: MW 9:00 – 10:00am

Instructor Phone (850) 644-3078

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Course Readings

Text:

Gollnick, D. M. & Chinn, P. C. (2006). *Multicultural education in a pluralistic society*. (7th edition).
 New Jersey: Prentice Hall.

Supplemental Readings:

- Additional readings may be provided in class or on Blackboard.

Americans with Disabilities Statement

If you have a disability, and require accommodations for this course please notify the instructor, and
 (a) register with and provide documentation to the Student Disability Resource Center (SDRC) and
 (b) bring, mail or email a letter to the instructor from the SDRC indicating you need academic accommodations **within the first week of the class**.

Academic Honor Code

This course will be conducted according to the FSU Academic Honor Code published in the FSU Bulletin and Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the university community. In this course, the FSU Academic Honor Code will apply specifically to all exams, critiques, and Service Learning requirements (completion of hours and journal assignments).

Reported infractions will be discussed privately with the student(s). If it is determined that someone has violated the Academic Honor Code with regard to any of the assignments, the student will receive a grade of **F** in the course. Because no points are awarded for the Service Learning hour requirement, any honor code infractions including (but not limited to) falsifying journal assignments or hour documentation will result in a grade of **F** for the course. Plagiarism and presenting false documentation of Service Learning hours will result in a grade of **F** for the course. Violations **will be reported** to the University Judicial Officer.

Teaching Strategies

The stated objectives of this course will be accomplished through three components:

Knowledge Component

Class lectures, readings, and classroom assignments will be used to provide an overview of the pertinent factors of teaching diversity in education.

Awareness Component

The cultural self-history paper, journal and class exercises will be used to increase students' awareness of personal attitudes, beliefs and values that may affect their effectiveness as an educator or education administrator. Additionally, student focus groups as well as classroom and Blackboard discussions will serve as forums to discuss these issues.

Experience Component

The Service Learning hours and interactions with guest speakers will be used to provide students with experience interacting with individuals who are diverse in terms of race/ethnicity, disability, culture, sexual orientation, etc.

Guidelines for Class and Blackboard Discussions

Everyone is encouraged to contribute to the discussions to allow all of us the benefit of each other's experiences and perspectives. To facilitate constructive discussions during this course, please follow these ground rules.

- Respect one another
- Use appropriate language
- Consider others' feelings
- Be aware that we all have different life experiences and attitudes

Please remember that all related ideas have a right to be heard and thoughtfully considered. When disagreements arise, our respect for one another should not be diminished.

Course Requirements

Attendance/Participation: Class attendance and participation will be assessed by class attendance sheets and submittal of assignments completed during class. Only documented absences occasioned by illness or sanctioned trips for the University will be excused. Excuses of illness must be accompanied by a doctor's note. The student will lose 5 points for each unexcused absence. Documentation must be presented the next class meeting. Students who are late will not receive participation points for that class period.

Exams: All three exams will be objective tests (multiple choice, true/false, matching) based on lectures, videos, guest speakers, class and group discussions, class activities and assigned readings. Students are encouraged not to miss exams as the make-up exams will be written in a fill-in-the-blank and essay format. Only students with excused absences may take the make-up exam.

Newspaper Article/Magazine Ad Critiques: Students will find a timely and relevant article or ad that addresses any of the multicultural issues we have discussed such as cultural differences, racism, stereotypes, prejudice, gender bias, homophobia, multicultural education etc. Describe what you agree or disagree with and discuss its relevance to our studies and its potential impact on others who read or see it. The article must be stapled to the paper. Assignments are due in the class meeting on the date designated in the course schedule. No late or emailed papers will be accepted.

Cultural Self-History paper: Students will submit a 3-5 page typewritten paper that is to be a self-introspection in two areas:

1. What is your racial, ethnic, gender, sexual orientation, religious, social class and disability background (if applicable) and how have your experiences (or your lack of experiences) influenced your worldview? Use specific life examples.
2. What experiences have you had with people of other cultural backgrounds and how did they affect your worldview, beliefs, stereotypes and prejudices? These experiences/memories can be from childhood up to the present.

Field Experience: Although it is not calculated into points for the final grade, students must complete a minimum of 15 hours of service learning in settings directly related to diverse populations in order to pass the course. These hours must be spent with an individual or small group that the student has not worked with before, and that differs from you in some significant way (race, ethnicity, background, exceptionality, language, religion etc.). Gender and age differences are excluded with the exception of the elderly population. If you choose to work with children, they must be at least preschool age.

Supervision. Each site will assign you to a specific person who will act as your supervisor for the field placement. Each time you go to the site, you should report to that person at the beginning and end of your visit. This supervisor will sign your ServScript form.

Roles. Our role in these settings is to support the existing program or services. The University attempts to maintain close professional relationships with the schools and other community agencies in our area. You are our representatives, and as such are entrusted with building those positive relationships. Following are suggested guidelines for participation in each site:

1. Establish a confidential and comfortable relationship with the students at your site.

2. Maintain a respectful relationship with that student's teachers, counselors, administrators or other supervising persons.
3. Schedule a regular time to attend, then keep your appointments. Call the supervisor in advance if you must be absent on the day of your scheduled visit.
4. Avoid assuming extra responsibilities (calling parents, tutoring someone at home) unless specifically cleared with the parties concerned.
5. Do not take the child home from school or otherwise give rides (liability problems).
6. Do not 'take over' the instruction of the student or the management of a client, and avoid criticism of the parties involved.
7. Remember our roles are as volunteers, not as therapists or social workers.

These hours **must be completed during the current semester in addition** to volunteer hours required for other courses. Students have the option of choosing any site that is appropriate to the assignment. Once the site has been chosen and submitted to the instructor, **students MUST complete their Service Learning at that site during the current semester.** If there is a problem with this requirement, the student must notify the instructor. The student must provide the name of the site, activities the student will engage in, address, name of on-site supervisor, and her/his telephone number and email address **no later than September 9, 2005.**

Any student not meeting the requirements above or not submitting adequate documentation of the completion of this field experience will receive an F in the course. If a student has concerns whether this requirement can be met, she/he should not enroll in the course. Any student who does not submit the Servscript form in class on the designated due date or falsifies information will receive a **failing grade** for the course.

Journal Assignments: Students will complete three one-page journal assignments to reflect on their **Fall 2005 semester service learning hours.** They should be double-spaced, typewritten 12 pt. font. Points will be deducted for spelling and grammatical errors as well as not addressing the specified topics. Assignments are due in the class meeting on the date designated in the course schedule. No late or emailed papers will be accepted.

Assignment #1 Describe the person or persons you are going to be working with in your service learning setting (this refers to your student/s not supervisor or teacher). After your initial meeting with her/him/them, please reflect on the following:
 What are your expectations and feelings before you met them?
 Describe any fears or concerns you had or have.
 What are your assumptions about the person's abilities?
 What would you predict is the likely future of this person?

Assignment #2 Now that you have been on site:
 What is your relationship like with your person(s)?
 Describe the activities that you do with them.
 Describe the cultural dynamics that are at work, such as expectations, attitudes, respect, power etc. How is this person similar to and different from you?
 Why do you believe this person is having any problems they may be experiencing? (con't)
 What is your impression of the appropriateness of the setting and the activities the person is expected to complete?

Assignment #3 Look back on your initial expectations and impressions and describe which were accurate and which were not. How have you been affected by the field experience? What area of education are you planning on teaching? What are your feelings about working with a similar student in your own classroom in the future? What do you think is the most appropriate educational setting for this person? Was this service learning requirement a positive or negative experience for you? Why?

Cooperative Student Focus Groups: We do not have regular class meetings on these days. Use this time to share field experience, complete assignments, or study for exams with your peers.

Grading Criteria

Grading Scale

Participation	100 pts.	A	454 and above
Journal Entries (3)	75 pts	B	404 – 453 pts.
Midterm	100 pts.	C	353 – 403 pts.
Magazine Ad/Articles (2)	30 pts.	D	303 – 352 pts.
Paper	100 pts.	F	302 and below
Final Exam	<u>100 pts.</u>		
Total	505 pts.		

Extra Credit (maximum 10 pts.)

Descriptions of these options will be posted on Blackboard. Only one of each assignment may be turned in.

Journal Article	5 pts.
Book/Movie Review	5 pts.
Interview Paper	5 pts.
Group Project	5 pts.

IMPORTANT

1. Students are expected to have **read the assigned readings** and **be prepared** to participate in class discussions and activities.
2. Any changes, and important notes will be posted under course announcements. Please check the announcements frequently.
3. All assignments are due in class on the due date designated in the course schedule at the beginning of class. No extensions will be given. In cases of documented illness, assignments may be turned the next class meeting with the excuse documentation stapled to the paper.
4. Students are expected to submit written assignments that demonstrate mastery of basic rules of grammar, spelling and punctuation.

5. Class participants are expected to follow the guidelines provided on the course blackboard site under syllabus for using person first, nonstigmatizing language when referring to individuals with disabilities (i.e., choosing words with dignity document).

Course Objectives

After completing this course students will be able to:

1. List the three components or elements of multicultural education.
2. Define multicultural education.
3. Discuss the historical movements that influenced the development of multicultural education.
4. Explain the terms “macroculture” and “microculture”.
5. Define culture and list the important components of culture in a modernized society.
6. List and explain the core values and characteristics that make up the macroculture in the United States.
7. Discuss ways that the characteristics of a group help us understand an individual’s behavior and the ways that group characteristics limit the explanation of an individual’s behavior.
8. Give examples of how variables such as race, language, class, gender, and disability interact to influence the behavior of students.
9. Explain what is meant by the social construction of categories” and list reasons why concepts such as race, class, gender, and disability may be socially constructed.
10. List the five dimensions of multicultural education and explain how these dimensions can be used to promote school reform.
11. Explain the six conceptions of culture described by the textbook authors.
12. Give examples and non-examples of implicit and invisible aspects of culture.
13. Discuss the problems and educational practices that result when teachers focus on the visible culture at the expense of invisible and implicit culture.
14. Distinguish between a cultural “boundary” and a cultural “border”.
15. Describe the problems associated with essentializing culture.
16. Describe the educational implications of both the essentialist and constructivist conceptualizations of culture.
17. List ways that teachers can strive to achieve both equity and excellence for their students.
18. List the assumptions and instructional goals of the five approaches to multicultural education identified by Grant and Sleeter in the textbook.
19. Discuss the problems a teacher may experience when implementing the multicultural and social reconstructionist approach to education. For each problem, discuss how it might be reduced or solved.
20. Identify disability categories in federal and state legislation and regulations.
21. Discuss current demographic trends related to the education of students with disabilities.
22. Discuss the concepts of deviancy and devaluation as they relate to Americans with disabilities.
23. Discuss deviance roles and role stereotypes that have been assigned to people with disabilities in American society.
24. Describe the relationship between role expectations role behavior and societal responses to devalued groups--especially people with disabilities.
25. Define the following acronyms related to the education of exceptional children: “IEP” and “LRE”.
26. Discuss reasons why students of color and low-income students are overrepresented in special education programs.
27. Describe the problems that parents face in attempting to participate in special education programs.
28. List the major quality indicators of inclusive schools.
29. Define the term “inclusive pedagogy as used in the textbook.
30. Identify strategies for including students with disabilities in regular education settings and activities
31. Discuss the social and political factors that led to the development of gifted education in the U.S.

32. Discuss sources of data used to identify gifted students and discuss problems associated with each source.
33. Discuss characteristics associated with gifted students, regardless of their ethnicity or socioeconomic status.
34. Discuss how the above characteristics are, expressed in different cultural or economic milieus,
35. Explain how the concept of ability grouping is applied to teaching gifted students in regular classes, pull-out programs, specialized classes, and specialized schools; discussing the benefits and disadvantages of each setting.
36. Explain the concepts of acceleration and enrichment, providing classroom examples.
37. Give examples of how each of the following factors contributes to educational inequality: (a) educational structures, (b) beliefs of teachers and administrators, and (c) educational practices.
38. Discuss the major characteristics of each of the following types of schools:
(elite private schools and exclusive suburban schools, (b) parochial schools, and large urban public school systems.
39. Discuss the major limitations of 10 tests.
40. Discuss cautions teachers should bear in mind when interpreting tests, particularly the scores of lower class and ethnic minority students.
41. Discuss how the genetic and cultural-deprivation explanations of the low achievement of low-income students are alike and different.
42. Define the self-fulfilling prophecy and discuss how it affects teacher-expectations.
43. Define tracking and detracking.
44. Explain how school experiences of students in lower and higher tracks differ.
45. Explain how tracking contributes to educational inequality.
46. Discuss how factors related to social class influence teacher expectations.
47. Discuss how teacher expectations influence how teachers and students interact, what students are taught, and what students achieve.
48. Define religion according to the Public Education Religious Studies Center.
49. Discuss the educational consequences of broad and narrow definitions of religion.
50. Discuss the educational implications of the increasing religious diversity in U. S. schools.
51. Discuss guidelines .for teachers when teaching about religion in public schools.
52. Define each of the following forms of gender bias and explain how they can be used when evaluating instructional materials: (a) linguistic bias, (b) stereotyping (c) invisibility, (d) imbalance, (e) unreality, and (f) fragmentation.
53. Give examples of how teachers can supplement textbooks to help to eliminate gender bias.
54. Explain some of the behavioral and attitudinal consequences of students of gender bias in curriculum material and gender-fair curriculum materials.
55. Discuss the advantages and disadvantages of single sex schools.
56. Identify and describe the five phases of thinking about women.
57. Describe the elements of a gender-balanced curriculum.
58. Describe how the consideration of women of color affects the understanding of women in general.
59. Describe how tracking and special education can deny students equal educational opportunities.
60. Develop a lesson that reflects the transformation or social action approach to multicultural education.
61. Students will participate in a field-based experience in order to acquire the knowledge skills and attitudes that are necessary for teaching diverse populations.

Cultural Self-History Paper

Name: _____

Date: _____

Directions: Students will submit a 3-5 page typewritten paper that is to be a self-introspection in two areas:

3. What is your racial, ethnic, gender, sexual orientation, religious, social class and disability background and how have they influenced your worldview?
4. What experiences have you had with people of other cultural backgrounds and how did they affect your worldview, beliefs, stereotypes and prejudices? These experiences/memories can be from childhood up to the present.

The following *rubric* describes what each paper must entail, and the points awarded for the specified content.

Criteria	Possible Points	Points Earned
Written format: 3-5 pages, double-spaced, 1" margins, and 12-point font	5	
Racial/Ethnic background and influence on worldview	10	
Gender and influence on worldview	10	
Religious Background and influence on worldview	10	
Socioeconomic Status and influence on worldview	10	
Experience with disability (or lack thereof) and influence on worldview	0	
Sexual Orientation and influence on worldview	0	
Discussion of experiences with others different from themselves	15	
Effect of experiences on stereotypes, beliefs and prejudices	15	
Use of personal experiences to illustrate key points	15	
The writing is free from grammar, spelling, and punctuation errors, and is characterized by clear and appropriate word choice, effective wording and sentence structure, clarity (not vague or ambiguous), and coherence (good organization and transition)	10	
Total Points	100	