



WESTMINSTER COLLEGE  
TEACHER EDUCATION PROGRAM

*The Teacher as an Inquiring Professional*

## **EDU 385 O**

### **Diversity in Education**

**Winter Intersession 2015-2016, Online, Three Credit Hours**

**December 16, 2015 – January 7, 2016**

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#### **Required Books:**

Gollnick, D.M., & Chinn, P.C. (2012). *Multicultural education in a pluralistic society* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

#### **Description:**

“This course will introduce both education and non-education majors with the role of the 21<sup>st</sup> century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others’ values and belief systems, learning the language of prejudice, and creating unity in a diverse America.” (*Westminster College Catalog*)

#### **Diversity in Education as a Tier III Course:**

This course meets the criteria for the Tier III Integrated Course requirement of Westminster College’s New Foundations curriculum.

- The course is conducted as a survey of pertinent issues relative to multiculturalism/human differences. This course will benefit pre-service teachers as well as future professionals who will be engaged both professionally and personally in a diverse and pluralistic society.
- The course is interdisciplinary, and draws predominantly from history, political science, sociology, religious studies, and women's studies.
- Individual research paper and Power Point presentation are required for the course, emphasizing higher level integrative and analytical skills drawn from prior foundation courses in a variety of fields, also including English and Speech.

### **College and State Objectives:**

Westminster College, Department of Education Conceptual Framework (CF)  
Components:

- CF1. Observation
- CF2. Demonstration
- CF3. Evaluation
- CF4. Reflection

### **Missouri Teacher Standards:**

Standard #1: Content knowledge and perspectives aligned with appropriate instruction. The Teacher understands the central concepts, structures, and tools of inquiry of all the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard #2: Understanding and encouraging student learning, growth and development. The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard #3: Implementing the Curriculum. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Standard #4: Teaching for critical thinking. The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Standard #5: Creating a positive classroom learning environment. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard #6: Utilizing Effective Communication. The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction. The teacher understands and uses formative and summative assessment strategies

to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

**Standard #8: Professional Practice.** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

**Standard #9: Professional Collaboration.** The teacher has effective working relationships with students, parents, school colleagues, and community members.

**Westminster College, Department of Education**  
**Conceptual Framework (CF) Components Emphasized in the Course:**

- **CF1: Observation:** - includes viewing diversity in a pluralistic society through a lens that includes race/ethnicity, class, gender, ableism and ageism.
- **CF2: Demonstration:** -requires review of pertinent readings in the text, through articles and a reader.
- **CF3 Evaluation:** - requires thoughtful discussion online relative to pertinent issues in multicultural education and diversity in general.
- **CF4: Reflection:** -investigating own family background with emphasis on digging deeper into cultural heritage, migration patterns, and unique events.

**Course Objectives:**

Among the learning opportunities this semester, you will:

- Critically read and respond to a variety of issues pertinent to multiculturalism and human diversity, including societal, global, and interdisciplinary perspectives relative to this important topic ( *CF2*)
- Increase your awareness of the issues relative to race, culture/ethnicity, gender, and “ableism” (*CF1*)
- Appreciate the challenges that are inherent when working with people who differ from ourselves in a diverse and pluralistic society (*CF3*)
- Research, write, and present a topic of interest pertinent to multiculturalism and human diversity (*CF2*)
- Reflect upon and/or share personal experiences and understandings of your own heritage (*CF4*)
- Design and refine artifacts for capstone(*CF4*)

**Missouri Teacher Standards**  
**General Competencies Emphasized in the Course:**

The pre-service teacher will be able to:

- Know and create interdisciplinary learning

- Ñ Strengthen prior knowledge with new ideas/extension of ideas
- Ñ Connect instruction to students' prior experiences and family, culture, and community
- Ñ Create lessons that recognize individual needs of diverse learners
- Ñ Demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communications and interactions
- Ñ Practice professional ethical standards
- Ñ Talk with and listen to students, be sensitive and responsive to the signs of distress, and seek appropriate help as needed to help solve students' problems
- Ñ Plan and design effective and active learning environments and experiences that are supported by informational and instructional technology

### **My Teaching Philosophy:**

I believe that the classroom setting, whether online or onsite, should promote, encourage and support an environment conducive to the sharing of knowledge and various experiences. Teachers should facilitate a learning process that encompasses a variety of methods to ensure all students gain knowledge and insight into the subject matter explored. Thus, a combination of techniques and assessments best assure maximum student growth and understanding of the material. This course offers a combination of such techniques, including hands-on experiences, written reflection, and discussion. It is my intention to help guide students to a better understanding of multiculturalism and human diversity.

### **Overview of Course/Expectations and Procedures:**

#### **Assigned Readings**

You are expected to read all required assignments **prior** to the date the material is assigned. In a class of this short time-span, it is especially important to stay on top of the readings. You should plan to study/read/work for this course approximately two-three hours each day. Power Points will be available for review daily that outline the parts of the chapters to be emphasized for the exams.

#### **Civility Statement**

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (e.g., rude, sarcastic, obscene, or disrespectful speech or behavior) will be removed from class. In order to achieve our educational goals and to encourage the expression, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

#### **Academic Honesty Statement**

Academic honesty is fundamental to the activities and principles of a higher institution. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and

presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter. When in doubt about plagiarism, paraphrasing, quoting or collaboration, please consult me. Westminster College's honor code, as well as policies disseminated by the Education Department regarding honesty, ethics, and professionalism will be respected.

### **Americans with Disabilities Act**

If you need accommodations because of a disability, please contact me. I will try my very best to accommodate your special needs. Westminster's ADA policy can be found at the College's website:

[http://www.wcmo.edu/wc\\_info/offices\\_and\\_services/human\\_resources/ADA\\_index/pdf](http://www.wcmo.edu/wc_info/offices_and_services/human_resources/ADA_index/pdf).

### **Note**

Your constructive, thoughtful, and pragmatic feedback regarding this course is both valued and appreciated. If you have any concerns about either your individual progress or other matters related to this course, please feel free to contact me. I make the sincere effort to be accessible to my students.

### **Course Assignments:**

#### **I. Exams:**

The two exams will cover material from the textbook and class Power Points. Each exam will cover material from the previous chapters covered; there will be no comprehensive exam. Each exam is worth 60 points. The exams may be comprised of a combination of multiple-choice, true/false, matching, and short essay questions. Make-up exams will be given only in cases of emergency. ***If you have documentation with the Learning Opportunity Center regarding longer test time, please tell me at the start of the three-week term.***

#### **II. Research Paper & Power Point Presentation:**

You will research, in-depth, a narrowed issue or problem pertinent to multiculturalism/diversity, write a research paper of 3-4 pages (plus references), and also present your issue or problem to the instructor through a Power Point presentation that should also include a link to either a film clip or magazine/newspaper article (a media component).

*\*The Research Paper & Power Point Presentation Rubric is included below:*

#### **Research Paper & Presentation/Grading Guide**

##### **Power Point Presentation (worth 60 points)**

|                   |          |  |
|-------------------|----------|--|
| <b>/15 points</b> | <b>=</b> | <b>Organization of presentation, interest level generated and maintained, and information provided</b>   |
| <b>/15 points</b> | <b>=</b> | <b>Media presentation (e.g., video or article link provided)</b>   |
| <b>/15 points</b> | <b>=</b> | <b>Why we should care about this topic in a pluralistic society? (e.g., why is it important to know)</b> |
| <b>/15 points</b> | <b>=</b> | <b>Creativity, professionalism displayed</b>   |

### Research Paper (worth 60 points)

- /10 points = Statement and explanation of the issue or problem and its significance (thesis)
- /10 points = Summary of findings (including direct quotes and paraphrasing)
- /10 points = Why should we care? (why important to know)
- /10 points = Organization of paper (introduction – including thesis statement, body, conclusion)
- /10 points = Grammar, punctuation, spelling, transitions
- /10 points = Correct use of APA (references, internal citations)

*\*I will discuss this Research Paper/Power Point presentation project at the beginning of the term, including APA referencing and sources required as well as how to narrow down the topic of interest.*

### III. **Moodle Discussion Forum: Begin Week December 16**

Six times during the term, beginning December 16 (Wednesday morning), I will post a question or a series of questions for you to respond to on the Moodle course Discussion Forum. You are asked to respond to these questions or series of questions and post your response(s). These postings will generally be tied to applying course material. Please be creative in titling your responses. In addition, please respond to (two) of your classmates' responses each of the times you post. Your initial response should be at least 6 sentences; your response to each peer should be at least 3 sentences. **Discussion Forum responses are due by 11:59 p.m. on the nights indicated. There will be no exception.** *I would advise you post your initial response on the first day the question is posted so that everyone has peers to respond to in the short allotted time period.* The following is a schedule of postings and due dates for Discussion Forum questions during the course of the semester: *Late Responses will not be accepted and no points can be earned.*

**Posting #1: Wednesday, Dec. 16/Due Saturday, Dec. 19**

**Posting #2: Saturday, Dec. 19/Due Wednesday, Dec. 23**

**Posting #3: Wednesday, Dec. 23/Due Saturday, Dec. 26**

**Posting #4: Saturday, Dec. 26/Due Wednesday, Dec. 30**

**Posting #5: Wednesday, Dec. 30/Due Saturday, Jan. 2**

**Posting #6: Saturday, Jan. 2/Due Wednesday, Jan. 6**

### IV. **Book Review**

One supplemental book, you are to select relative to any topic of diversity discussed in this class or in the textbook. The book may be a paperback or hardback. It may be a recent or an older piece of work. You will write a 3-page book review following the reading. The following criteria will be evaluated:

1. Writing, including introduction paragraph, body, and concluding paragraph
2. Book summary (to include both direct quotes from the article and paraphrasing)

3. Impressions/impact/analysis of the work  
***\*Be sure to reference the book, APA style so that I may know the title, author, year, etc.***

**V. Investigation (Chronology/Questions Project)**

Investigate your own family background (both sides if possible). Prepare a “family tree/chronology,” and also address the following questions among others assigned (details will be provided soon):

1. Identify and describe your cultural and ancestry background.
2. Trace your family’s migration patterns.
3. Detail some ethnic or cultural traditions your family has passed down.
4. Describe how you feel aligned and/or not attached to your family’s historical traditions and culture.
5. Describe what family historical traditions and culture you plan to pass on to your own family some day.
6. Outline what you learned from this investigation that surprised you, enhanced what you already knew, or provided you with additional insight into your family history.

*\*The Chronology and Questions Project Rubric is included below:*

**Chronology & Questions Project/Grading guide**

**Chronology (worth 30 points)**

- 15 points = Chronology displays evidence of significant investigation of family history  
 15 points = Chronology outlines major events in family history

**Questions (worth 30 points)**

- 10 points = Writing, grammar, punctuation, spelling  
 20 points = Thoroughness of answers, readability, detail

**VI. Homework**

Three times this term you will have a simple homework assignment due based on the chapter or chapters covered. Each Homework Assignment is worth 15 points.

**Grading Guide:**

|             |                                    |  |
|-------------|------------------------------------|--|
| <b>I.</b>   | <b>Exams</b>                       | <b>120 Points</b>  |
|             | Exam I                             | _____/60   |
|             | Exam II                            | _____/60   |
| <b>II.</b>  | <b>Research Paper/Presentation</b> | <b>120 Points</b>  |
|             | Paper                              | _____/60   |
|             | Power Point Presentation           | _____/60   |
| <b>III.</b> | <b>Discussion Forum</b>            | <b>54 Points</b><br>(three postings six times<br>x 3 points per posting) |
| <b>IV.</b>  | <b>Book Review</b>                 | <b>40 Points</b>   |
| <b>V.</b>   | <b>Investigative Project</b>       | <b>60 Points</b>   |
|             | Chronology                         | _____/ 30  |
|             | Discussion (Questions)             | _____/ 30  |
| <b>VI.</b>  | <b>Homework Assignments</b>        | <b>45 Points</b>   |
|             | Homework #1                        | _____/ 15  |
|             | Homework #2                        | _____/ 15  |
|             | Homework #3                        | _____/ 15  |
|             | <b>EDU 385 TOTAL POINTS:</b>       | <b>_____/439</b>   |

**GRADING SCALE:**

|                  |           |                           |
|------------------|-----------|---------------------------|
| <b>93 -100</b>   | <b>A</b>  | <b>(439 - 409 points)</b> |
| <b>90 -92.99</b> | <b>A-</b> | <b>(408 - 396 points)</b> |
| <b>87 -89.99</b> | <b>B+</b> | <b>(395 - 382 points)</b> |
| <b>83 -86.99</b> | <b>B</b>  | <b>(381 - 365 points)</b> |
| <b>80 -82.99</b> | <b>B-</b> | <b>(364 - 352 points)</b> |
| <b>77 -79.99</b> | <b>C+</b> | <b>(351 - 339 points)</b> |
| <b>73 -76.99</b> | <b>C</b>  | <b>(338 - 321 points)</b> |
| <b>70 -72.99</b> | <b>C-</b> | <b>(320 - 308 points)</b> |
| <b>67 -69.99</b> | <b>D+</b> | <b>(307 - 295 points)</b> |
| <b>63 -66.99</b> | <b>D</b>  | <b>(294 - 277 points)</b> |
| <b>60 -62.99</b> | <b>D-</b> | <b>(276 - 264 points)</b> |
| <b>Below 60</b>  | <b>F</b>  | <b>(263 -)</b>            |



**Winter 2015-2016 Online Course Calendar for EDU 385**

| <b>Date</b>          | <b>Topic</b>                          | <b>Reading/Assignment</b>                     |
|----------------------|---------------------------------------|---|
| <b><u>Week 1</u></b> |                                       |   |
| Dec. 16              | Introductions/Multicultural Education | Syllabus EDU 385 & Chapter 1                  |
| Dec. 17              | Multicultural Education               | Chapter 1                                     |
| Dec. 18              | Ethnicity & Race                      | Chapter 2<br><b>Homework #1 Due</b>           |
| Dec. 21              | Ethnicity & Race                      | Chapter 2                                     |
| Dec. 22              | Class & Socioeconomic Status          | Chapter 3<br><b>Investigative Project Due</b> |
| <b><u>Week 2</u></b> |                                       |   |
| Dec. 23              | Gender                                | Chapter 4<br><b>Homework #2 Due</b>           |
| Dec. 24              |                                       | <b>Exam I: Chapters 1,2,3,4</b>               |
| Dec. 25              |                                       |   |
| Dec. 28              | Exceptionality                        | Chapter 6                                     |
| Dec. 29              | Exceptionality                        | Chapter 6<br><b>Book Review Due</b>           |
| <b><u>Week 3</u></b> |                                       |   |
| Dec. 30              | Religion                              | Chapter 8                                     |
| Dec. 31              | Geography                             | Chapter 9<br><b>Homework #3 Due</b>           |
| Jan. 1               |                                       |   |
| Jan. 4               | The Youth Culture                     | Chapter 10                                    |
| Jan. 5               |                                       | <b>Exam II: Chapters 4, 6, 8, 9, 10</b>       |
| Jan. 6-7             |                                       | <b>Paper/Presentation Due</b>                 |

**Credit Hour Worksheet**  
**EDU 385, Diversity in Education**  
**Winter Online 2015-2016**

| Week          | "Class Time" | Reading | Discussion | Assignments and Written Work | Exams | Other | Other | Other | Total Student Time |
|---------------|--------------|---------|------------|------------------------------|-------|-------|-------|-------|--------------------|
| 12/16-12/22   |              | 15      | 2          | 25                           |       |       |       |       | 45                 |
| 12/23-12/29   |              | 15      | 2          | 28                           | 1.5   |       |       |       | 45                 |
| 12/30-1/7     |              | 15      | 2          | 28                           | 1.5   |       |       |       | 45                 |
| <b>Totals</b> |              | 45      | 6          | 81                           | 3.0   |       |       |       | 135                |