



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as an Inquiring Professional

EDU 385 - 0
Diversity in Education
Summer 2015 Online, Three Credit Hours
June 1, 2015 – July 10, 2015

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Required Books:

Gollnick, D.M., & Chinn, P.C. (2013). *Multicultural education in a pluralistic society* (9th ed.). Upper Saddle River, NJ: Pearson.

Thomas, S. (2006). *A second home: Missouri's early schools*. Columbia, MO: University of Missouri Press.

Description:

"This course will introduce both education and non-education majors with the role of the 21st 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 portfolios (CF4)
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**Missouri Teacher Standards
General Competencies Emphasized in *the Course*:**

The pre-service teacher will be able to:

- Know and create interdisciplinary learning
- Strengthen prior knowledge with new ideas/extension of ideas
- Connect instruction to students' prior experiences and family, culture, and community
- Create lessons that recognize individual needs of diverse learners
- Demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communications and interactions
- Practice professional ethical standards
- 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
- Plan and design effective and active learning environments and experiences that are supported by informational and instructional technology

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- CF2: Demonstration: -requires review of pertinent readings in the text, through articles and a reader.
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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.

Note

*Please also see *College Wide Policies and Procedures for Course Syllabi* for additional information relative to Classifications of College Duty as well as more detailed information regarding the subjects addressed above.

**In addition, 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 three exams will cover material from the textbook. Each exam will cover material from the previous three chapters; 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.

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 classroom peers 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 & Class Leading/Grading Guide

Power Point Presentation (worth 60 points)

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

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 June 1

Six times during the term, beginning June 1 (Monday 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 Fridays.** 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: Monday, June 1/Due Friday, June 5**
- Posting #2: Monday, June 8/Due Friday, June 12**
- Posting #3: Monday, June 15/Due Friday, June 19**
- Posting #4: Monday, June 22/Due Friday, June 26**
- Posting #5: Monday, June 29/Due Friday, July 3**
- Posting #6: Monday, July 6/Due Friday, July 10**

IV. Book Review

One supplemental book, *A second home: Missouri's early schools*, was selected this summer for you to review. 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

V. Investigation (Chronology/Questions Project)

Investigate your own family background (both sides if possible). Prepare a "family chronology," and also address the following questions among others assigned (details will be provided at a later date):

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

Every other Friday, on weeks that there is no Exam, you will have a simple homework assignment due based on the chapter or chapters covered that week. On Monday mornings you will be given the Homework Assignment. Each Homework Assignment is worth 15 points.

Grading Guide:

I.	Exams	180 Points
	Exam I	_____/60
	Exam II	_____/60
	Exam III	_____/60
II.	Research Paper/Presentation	120 Points
	Paper	_____/60
	Power Point Presentation	_____/60
III.	Discussion Forum	54 Points (three postings six times x 3 points per posting)
IV.	Book Review	40 Points
V.	Investigative Project	60 Points
	Chronology	_____/30
	Discussion (Questions)	_____/30
VI.	Homework Assignments	45 Points
	Homework #1	_____/15
	Homework #2	_____/15
	Homework #3	_____/15
	EDU 385 TOTAL POINTS:	_____/499

GRADING SCALE:

93 -100	A	(499 - 465 points)
90 -92.99	A-	(464 - 450 points)
87 -89.99	B+	(449 - 435 points)
83 -86.99	B	(434 - 415 points)
80 -82.99	B-	(414 - 400 points)
77 -79.99	C+	(399 - 385 points)
73 -76.99	C	(384 - 365 points)
70 -72.99	C-	(364 - 350 points)
67 -69.99	D+	(349 - 335 points)
63 -66.99	D	(334 - 315 points)
60 -62.99	D-	(314 - 300 points)
Below 60	F	(299 -)

Summer 2015 Online Course Calendar for EDU 385

Date	Topic	Reading/Assignment
<u>Week 1</u>		
June 1	Introductions	Syllabus EDU 385 Overview, Learn about Diversity
June 2	Foundations of Multicultural Education	Chapter 1
June 3	Foundations of Multicultural Education	Chapter 1
June 4	Foundations of Multicultural Education	Chapter 1
June 5	Ethnicity & Race	Chapter 2 Homework #1 Due
<u>Week 2</u>		
June 8	Ethnicity & Race	Chapter 2
June 9	Ethnicity & Race	Chapter 2
June 10	Class & Socioeconomic Status	Chapter 3
June 11	Class & Socioeconomic Status	Chapter 3
June 12		Exam I: Chapters 1,2,3

Summer 2015 Online Course Calendar for EDU 385

Date	Topic	Reading/Assignment
<u>Week 3</u>		
June 15	Gender	Chapter 4
June 16	Sexual Orientation	Chapter 5
June 17	Exceptionality	Chapter 6 Thomas Book Review Due
June 18	Exceptionality	Chapter 6
June 19	Exceptionality	Chapter 6 Homework #2 Due
<u>Week 4</u>		
June 22	Language	Chapter 7
June 23	Language	Chapter 7
June 24		Exam II: Chapters 4,5,6,7
June 25	Religion	Chapter 8
June 26	Religion	Chapter 8
<u>Week 5</u>		
June 29	Geography	Chapter 9
June 30	Geography	Chapter 9 Investigation Project Due
July 1	The Youth Culture	Chapter 10
July 2	The Youth Culture	Chapter 10 Homework #3 Due
July 3	Fourth of July Holiday Weekend	

Summer 2015 Online Course Calendar for EDU 385

Date	Topic	Reading/Assignment
<u>Week 6</u>		
July 6		Exam III: Chapters 8,9,10
July 7		
July 8		
July 9		Research Paper Due
July 10		Power Point Presentation Due

Summer Online Term 2015 Credit Hour Worksheet

Week	“Class Time”	Reading	Discussion	Assignments and Written Work	Exams	Other	Other	Other	Total Student Time
6/1-6/5		10	2	10					22
6/8-6/12		10	2	10	1				23
6/15-6/19		10	2	10					22
6/22-6/26		10	2	10	1				23
6/29-7/3		10	2	10					22
7/6-7/10		10	2	10	1				23
Totals		60	12	60	3				135