



School of Education and Exercise & Sports Science

**Virtual Campus – Spring 2009
Feb 23, 2009 – May 16, 2009**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDUC 3313 Educating Students from Diverse Backgrounds

TERM AND DATES: Spring 2009 (Feb 23 to May 16, 2009)

INSTRUCTOR'S NAME: Barbara Allen Carr, Ed.D.

OFFICE ADDRESS: 207 Van Howeling Education Complex

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E-MAIL ADDRESS: carrb@wbu.edu (fastest and easiest way to contact me)

OFFICE HOURS:M/W 10-12AM, TU/R 11-12, other by appointment

CATALOG COURSE DESCRIPTION: Course focuses on the impact of culture, ethnicity, socioeconomic status, religion, and special populations on learning and identifying ways to enhance learning and motivation in public schools.

PREREQUISITES: none

REQUIRED RESOURCE MATERIALS:

1. Gollnick, D., & Chinn, P. (2009). *Multicultural education in a pluralistic society (8th ed.)*. Upper Saddle River, NJ: Merrill Pearson. [ISBN 978-0-13-613899-0]
2. Payne, R. K. (2005). *A framework for understanding poverty (4th rev. ed.)*. Highlands, TX: aHa! [<http://www.ahaprocess.com> or 1-800-424-9484]

Requirements in Technology

- 1) Access to the internet on a regular basis is a requirement for this course; we will use Blackboard as the learning system. All class discussions take place via the Discussion Board. All class materials are distributed online (lecture notes). All tests are located online (assignments). All assignments will be collected via the digital dropbox, discussion board, or other electronic platform.
- 2) Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.
- 3) Access to WBU Learning Resources www.wbu.edu/lrc

REQUIRED FIELD EXPERIENCE HOURS (6 hrs minimum requirement):

***Successful completion of field experience hours is required for course credit.**

COURSE OUTLINE: This course is designed to foster the concept of cultural proficiency, the values and behaviors that enable a person to interact effectively in a diverse environment, and gives voice to the notion that culturally proficient instructors add value and dignity to students' lives. Culturally proficient instruction adds a professional dimension to the artistry of teaching. The intent is to increase instructional effectiveness based on understanding student diversity with an emphasis on understanding students from situations of poverty.

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| I. Foundations of Multicultural Education | VI. Language |
| II. Ethnicity and Race | VII. Religion |
| III. Class and Socioeconomic Status | VIII. Geography |
| IV. Gender and Sexual Orientation | IX. Age |
| V. Exceptionality | X. Education that is Multicultural |

COURSE REQUIREMENTS: Professionalism is a key component to being an effective educator, and this semester is an opportunity to demonstrate professionalism. Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. This component will be evaluated based upon the Teacher Education Code of Conduct, my perspective, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all [readings](#) and assignments *promptly*. This course is designed to be completed during an 11-week term with assignments due each week. Under ***NO CIRCUMSTANCES*** will I accept the entire semester's work during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. Students will demonstrate comprehension of the reading assignments via [online quizzes](#) *each week*.
3. Weekly online [discussion board interactions](#) will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will *post* an answer to the question or statement and *respond* to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
4. Students will use [cultural experience observations](#) as the field experience for this course. Students will be expected to leave their own "comfort zones" and seek experiences with various cultural, socioeconomic, ethnic, or religious groups and report the findings in writing. The report of the observation is to be typed and should be proofread prior to turning it in to the instructor. Points will be deducted for spelling, grammar, and punctuation errors.
5. The student will prepare a [lesson plan](#) using the provided template based upon constructs of effective methods for multicultural education. A grading rubric and lesson planning guide will be provided.
6. Students will complete two [examinations](#) online. These examinations will be preset with time limits and dates. Do not enter the test until you are prepared to complete the test. You are not allowed to stop and start the test. Should you inadvertently submit the results prior to completion or encounter some sort of technology challenge, contact me immediately for further instructions.

Certification Preparation Standards: Educating Students from Diverse Backgrounds

Domain 1: Designing Instruction and assessment to promote student learning

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

- 2.1 **Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.**
- 2.2 **Accepts and respects students with diverse backgrounds and needs.**
- 2.3 **Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.**
- 2.4 **Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.**

- 2.5 Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.
- 2.6 Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- 2.7 Understands the instructional significance of varied student learning needs and preferences.

STUDENT LEARNING OUTCOMES (aligned to licensure competencies):

- 1. Students will exhibit continuing growth in the development of their educational professionalism(2.4)
- 2. Students will employ a hands-on, minds-on multicultural model of teaching and learning (2.6).
- 3. Students will review content material and multicultural strategies for teaching and learning (all comp 2).
- 4. Students will develop and utilize developmentally appropriate investigation experiences (2.4, 2.6).
- 5. Students will prepare reflective summaries (2.1, 2.2, 2.3).
- 6. Students will recognize and understand the unique challenges of multicultural education within the classroom and prepare to modify and accommodate to meet the needs of all students (all comp 2).

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

- 1. reading quizzes (outcomes 1,2,3,6)
- 2. discussion board interactions (outcomes 1,2,3,4,5,6)
- 3. field observations/analyses (outcomes 1, 2, 4, 5)
- 4. lesson planning (outcomes 1, 2, 3, 4, 5, 6)
- 5. exams (outcomes 1, 2, 3, 4, 5, 6)

ATTENDANCE POLICY:

- 1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses 25% or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
- 2. Instructor's Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland's attendance policy. Attendance for this online course will be documented by the student's participation in class discussion boards and submission of assignments. Attendance will be determined by the student's participation in course activity—not the last log in.

METHODS OF INSTRUCTION: The delivery system for the course will consist of internet supported instruction utilizing some or all of the following Blackboard interactions: discussion board, digital dropbox, blogs, or wikis. Instructional methods may include, but will not be limited to, the following: lecture notes, practice, and observations. Independent study and reading are essential to this course.

EVALUATION: University Grading System

A	90-100	Cr for Credit	<p>A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.</p> <p>*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the <u>I</u> is converted to the grade of <u>E</u>. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.</p>
B	80-89	NCR No Credit	
C	70-70	I Incomplete*	
D	60-69	W for withdrawal	
F	below 60	WP Withdrawal Passing	
		WF Withdrawal Failing	
		X No grade given IP In Progress	

COURSE GRADING CRITERIA: All assignments are due as noted on the course outline. All assigned work must be word-processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late work for discussion board entries will not be accepted at all.

Grading Rubric

Assignment	Possible	Earned
Reading Quizzes (10x20)	200	
Discussion Board Responses (10x10)	100	
Observations (4 x 25)	100	
Lesson Plan (1x200)	200	
Midterm	200	
Final	200	
TOTAL	1000	

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism: The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*" Source:


<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

DISABLED PERSONS: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING DATES AND ASSIGNMENTS Tentative Course Outline***

I reserve the right to amend the tentative course outline as needed during the course.

EDUC 3313 - Virtual Campus			
SESSION DATE (Mon-Sun)	LECTURE NOTES	READING	ASSIGNMENTS
1	Feb 23- Mar 1	Syllabus - Basic Instructions Found of Multicultural Ed PPT Def & Resources PPT Key Points & Resource Chart PDF – Payne NCLB	Gollnick 1 Payne 1 All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend (except final exam which is due Thursday at midnight). Discussion Board #1-Get Acquainted Video – School Busing Reading Quiz #1
2	Mar 2-8	Ethnicity and Race PPT	Gollnick 2 Discussion Board #2-

		Role of Language/Story notes Village Analogy PDF-Combating Hate Groups	Payne 2	Video – <i>Acting White</i> Reading Quiz #2
3	Mar 9-15	Class & SES PPT & Quiz Hidden Rules notes Manifestations Manifestations in School Suggestions for Observations	Gollnick 3 Payne 3	DB #3- Video – <i>Smart Kid, Tough School</i> Reading Quiz #3 Observation #1 due
MARCH 16-20 Spring Break 				
4	Mar 23-29	Gender & Sexual Orien PPT Generational Poverty PPT Generational Poverty notes	Gollnick 4 Payne 4	DB #4- Videos – <i>Secret Life of Boys & Fairer Sex</i> Reading Quiz #4
SESSION/DATE		PREPARATION	READING	ASSIGNMENT
5	Mar 30-Apr 5	Exceptionality PPT Role Models & Emotional PPT Role Models notes	Gollnick 5 Payne 5	DB #5- Videos – <i>Jessica Parks Against the Odds</i> Reading Quiz #5 Observation #2 (prepare for midterm)
6	Apr 6-12	MIDTERM EXAM Language PPT Support Systems notes Constructs for ELL Communication Differences	Gollnick 6 Payne 6	DB#6- Video – <i>American Spoken Here</i> Reading Quiz #6
7	Apr 13-19	Religion PPT Discipline notes Mediating Behaviors Chart	Gollnick 7 Payne 7	DB#7- Videos – <i>Battle Between Faith & Sci Standing Alone</i> Reading Quiz #7 Observation #3
8	Apr 20-26	Geography PPT Instruction & Achieve PPT PDF –Understanding Instruction Preview: Teaching Lesson PPT Lesson Plan Format	Gollnick 8 Payne 8	DB #8- Video – <i>Immigration Wars</i> Reading Quiz #8 Lesson Plan due Session 10
9	Apr 27-May 3	Age PPT Adolescent Suicide PPT Creating Relationships PPT Spiritual Path of Grief PPT	Gollnick 9 Payne 9	DB #9- Videos – <i>In Crowd & Social Cruelty Action, Reaction, Zero Tolerance</i> Reading Quiz #9 Observation #4
10	May 4-10	EDUC that is Multicultural PPT Payne-Nine Powerful Practices	Gollnick 10 Payne Concl	DB #10- What did you learn? Video – <i>Reunion</i> Reading Quiz #10 Lesson Plan Prepare for Final
11	May 11-14	FINAL EXAM		Final exam due by Thursday at midnight CST