

North Carolina Agricultural and Technical State University
School of Education
Professional Educators: Catalysts for Learning

SPRING 2012 SYLLABUS - REVISED

Department:	Curriculum and Instruction	Office:	270 Proctor Hall
Course No.:	CUIN 729-6M	Office Hours:	Hours Posted in BlackBoard
Course Title:	Diversity Issues in K-12 Education	Term:	Spring 2012
Phone:	(336) 285 – 4411	FAX:	(336) 334 – 7524
Instructor:	Anthony Graham, Ph.D.	E-mail:	agraham@ncat.edu

“The world’s greatest problems do not result from people being unable to read and write. They result from people in the world—from different cultures, races, religions, and nations—being unable to get along and to work together to solve the world’s problems, such as global warming, the HIV/AIDS epidemic, poverty, racism, sexism, terrorism, international conflict, and war”

--(Banks & Banks, 2004, p. 5)

COURSE DESCRIPTION

This course is designed to examine issues of diversity (e.g., race, economic, ethnic, cultural, political, physical, and cognitive diversities) and their impact on classroom and school practices, policies, and procedures. The course is structured around race and class issues within the historical, social, and political framework and the current achievement gap between students to better understand and address crises in public education today. Credit 3(3-0).

SCHOOL OF EDUCATION (SOE) CONCEPTUAL FRAMEWORK

The School of Education has selected as its program theme “The Professional Educator: Catalyst for Learning.” From the theme, a conceptual framework has been developed which includes a rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge. The Unit’s vision, mission, and dispositions emerged directly from the university’s mission. Both the Unit and University strive to transmit a cultural experience for our candidates to be transformed into catalysts for learning. Candidates learn to create their own learning from the experiences of the faculty, curricula and field experience opportunities, and other education leaders. Thus, because candidates create their learning outcomes from the interaction with their faculty and curricula, candidates are philosophically constructivists. While the constructivist view is primarily the philosophy by which education programs are structured, content specialists and school personnel programs might have other philosophical basis. The conceptual framework is sufficiently broad as an umbrella to embrace all of the programs. The conceptual framework is the guiding force for program development and performance assessment. The outcome of the framework is the development of unit standards for all programs, which are Diversity, Assessment, Reflection, and Technology (DART).

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

CUIN 729 prepares teachers to enhance effectively student learning and demonstrate the high level of knowledge, skills, abilities, and commitments reflected in the following core propositions:

Proposition #1: Teachers are committed to students and their learning

Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students

Proposition #3: Teachers are responsible for managing and monitoring student learning

Proposition #4: Teachers think systematically about their practice and learn from experience

Proposition #5: Teachers are members of learning communities

COURSE OBJECTIVES

The goal of the course is to “think” deeply about diversity issues, especially issues of race and class, which are central to most other diversity issues. Therefore, the entire course is designed to include various modes of thinking including reading, writing, speaking, and listening. At the conclusion of this course, students will be able to . . .

Objective 1: Acknowledge human diversity as a critical factor in the practice of education.

Outcome Criteria:

- Student critically analyzes the concept diversity, describes own awareness of diversity, and how it developed and changed over time as a consequence of new knowledge and new experiences;
- Student articulates the interplay between personal and professional beliefs and values related to diversity;
- Student describes how diversity impacts educational services for both students and educators.

Objective 2: Use historical contexts and theoretical frameworks to understand the ideas behind the history of the education of minority cultures in the United States

Outcome Criteria:

- Student critically analyzes various historical events in the United States related to minority cultures and their education;
- Student identifies relevant theoretical frameworks for understanding diversity;
- Student describes manifestations of diversity within and between groups

Objective 3: Describe their own cultural identity, how it affects their world view, and how it influences their understanding of and interaction with others.

Outcome Criteria:

- Student uses key concepts of the course to describe his/her cultural identity;
- Student identifies both strengths and challenges of his/her personal world view;
- Student describes how significant life experiences have changed his/her world view;
- Student describes how key concepts such as stereotypes, prejudice and privilege have affected his/her world view;
- Student uses key concepts to critically analyze personal and professional interactions, showing how these interactions are affected by his/her world view.

Objective 4: Conduct research to better understand issues of diversity in the classroom and workplace

Outcome Criteria:

- Student selects an appropriate research methodology to investigate a research question related to diversity in the classroom setting
- Student collects appropriate data using ethical approaches
- Student analyzes data to draw conclusions and implications in the educational context

Objective 5: Integrate research on issues related to diversity into classroom practice, instructional design, management, instruction, and assessment

Outcome Criteria:

- Student uses research-based findings to inform classroom practice
- Student critically analyzes research-based literature
- Student applies the appropriate frameworks into classroom practice and reflects upon its implementation

Objective 6: Engage in a process of reflection and introspection to understand the affective and attitudinal perspectives of diversity, and the consequences they can have on the learner in particular and society in general

Outcome Criteria:

- Student selects appropriate frameworks to explain oppression;
- Student applies the framework to a selected group;
- Student analyzes how discrimination operates at a group and individual level, recognizing intra-group diversity;
- Student describes the impact of discrimination on life opportunities of members of the selected group.

SELECT TOPICS COVERED IN THE COURSE

Throughout the semester, we will focus our attention specifically on topics and issues that pertain to social justice in terms of the sociopolitical context of education. Using this framework as our guide, we will explore the following topics throughout this course:

- Educational history of dominated cultures
- Culture based value systems
- Social movements and culture wars
- Race and racism
- Equity versus equality
- White privilege
- Oppositional frameworks (individualism vs. collectivism)
- Intracultural variations
- Cultural learning styles and ways of knowing
- Culturally responsive pedagogy
- Ethnic and cultural identity



**NORTH CAROLINA AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY**

SCHOOL OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

Course Syllabus

**AGED 752 Online
Special Populations in Agricultural Education
Spring 2011**

Dept: Agribusiness, Applied Economics, &
Agriscience Education

Instructor: Chastity Warren English

Office: Suite 242-A Carver Hall

Office Hours: M, W, Tr (8:30-12noon);
T (2-4pm); F (By Appointment);
Online Available By Request

Telephone: (336) 334-7711 or 7112

Email: ckwarren@ncat.edu

Fax: (336) 334-7257

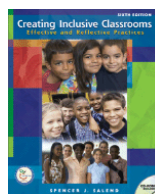
Prerequisites: AGED 700, 703, 704 or
special
permission by the instructor

Course Description

This advance course will focus on the diverse needs of students for learning to take place. Special emphasis will be placed on the instruction of agricultural education to populations of students within economic, gender, ethnic, cultural, political, physical differences. Students will discover and use educational theory to examine strategies and plans to overcome problems in their educational occupations. Students will research both legal requirements and expectations that effect what can be done to increase student learning. Students will be required to develop a diversity management plan for their program.

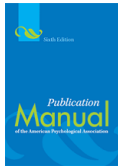
Required Textbook

Salend, Spencer J. (2008). Creating inclusive classrooms: Effective and reflective
Practices 6th edition Upper Saddle River, NJ: Merrill Prentice Hall (U, C)



Style Manual

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.



Supplemental Course References

Additional course resources will be provided through the Internet and other electronic media.

Incompletes

No incompletes will be given for the course, unless extenuating circumstances dictate the granting of one by the instructor.

Late Assignments

Late assignments will not be accepted unless previously cleared by the instructor. If a student must turn in an assignment past the assigned due date, contact should be made with the instructor.

Plagiarism

If a student is caught plagiarizing any work in a report or assignment, then he or she will receive a 0 (zero) score for the assignment. Students may not copy the work of classmates or others.

Academic Honesty

“A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student’s level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action. The procedures for disciplinary action will be in accordance with rules and regulations of the University governing academic discipline” (North Carolina A&T State University Student Handbook).

Special Needs

Learners with special needs pursuant to the Americans with Disabilities Act should notify the faculty facilitator so that reasonable accommodations can be made.

Technical Support

If you experience any problems with your A&T account you may call Aggie Tech Support (formerly Help Desk) at 336.334.7195.

Field Trip Policies/Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Additional information is available from the office of Student Affairs.

Student Conduct and Discipline

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations. Please consult the undergraduate and graduate bulletins and student handbook for detailed information about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make up work, student grievance procedures, withdrawal, etc.

State Department of Public Instruction competencies acquired by students enrolled in class:

1. Knowledge of Learners:

Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning needs and learning styles

- Designs and modifies instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity
- Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity
- Creates a classroom environment in which all learners feel welcome and can be successful
- Reflects on, diagnoses, and prescribes instruction that fosters student learning

2. Connecting Subject Matter and Learners:

• Understands and links subject matter and students' developmental and diverse needs in the context of school settings. Plans, implements, and evaluates instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs

- Demonstrates appropriate depth and breadth of knowledge in subject matter defined in the North Carolina course of study
- Uses technology to create learning environments that support students' learning
- Seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting
- Understands and respects differences between the learning behaviors and outcomes expected in a school setting and the learning behaviors and outcomes expected in diverse communities

Technology Standards

Standard 1 Teachers demonstrate a sound understanding of technology operations and concepts.

Standard 2 Teachers plan and design effective learning environments and experiences supported by technology.

Standard 3 Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student teaching.

Standard 4 Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Standard 5 Teachers use technology to enhance their productivity and professional practice.

Course Objectives

The objectives of this course were developed to further enhance the teacher education program theme "*The Professional Educator: A Catalyst for Learning.*"

Upon completion of the course the student will be able to:

1. Explain the school responsibility to serve disadvantaged and handicapped students.
2. Describe the motivational forces influencing disadvantaged and handicapped students.
3. Assist in preparing an individualized educational plan for a student.
4. Use special teaching methods.
5. Describe how one would teach students having specific handicaps and special needs.
6. Understand the diverse educational needs of students from special populations.
7. Explain the concepts and procedures involved in creating inclusive classrooms.

Tentative Course Schedule

Week 1.

**January 6- January 12, 2011
(Understanding Inclusion)**

- A. What is Inclusion?
- B. Principles of Effective Inclusion
- C. What is the Least Restrictive Environment?
- D. What Factors Contributed to the Movement to Educate Students in Inclusive Classrooms?
- E. What Are the Laws That Shaped Special Education?
- F. What is the Impact of Inclusion?
- G. Summary

Week 2.

**January 13- January 19, 2011
(Understanding the Diverse Educational Strengths and Challenges of Students with Disabilities)**

- A. How Does the Special Education Identification Process Work?
- B. What are the Educational Needs of Students with High-Incidence Disabilities?
- C. What Are the Educational Needs of Students with Low-Incidence Disabilities?
- D. Summary

Week 3.

January 20- January 26, 2011

(Understanding the Diverse Educational Strengths and Challenges of Students Who Challenge Schools)

- A. How Have Economic Changes Affected Students and Schools?
- B. How Have Demographic Shifts Affected Students and Schools?
- C. What Are the Needs of Students from Culturally and Linguistically Diverse Backgrounds?
- D. How Can I Try to Differentiate Cultural and Language Differences from Learning Problems?
- E. What Are the Educational Needs of Students Who Are Gifted and Talented?
- F. What Is the Impact of Discrimination and Bias on Schools and Students?
- G. How Have Family Changes Affected Students and Schools?
- H. What Are Some Alternative Philosophies for Structuring Schools to Address Societal Changes?
- I. Summary

Article Critique Due: January 24, 2011 by 5:00 pm

Week 4.

January 27-February 2, 2011

(Creating Collaborative Relationships and Fostering Communication)

- A. Who Are Members of the Comprehension Planning Team?
- B. How Can Members of the Comprehension Planning Team Work Collaboratively?
- C. How Can I Foster Communication and Collaboration with Families?
- D. Summary

Week 5.

February 3- February 9, 2011

(Creating an Environment That Fosters Acceptance and Friendship)

- A. How Do Attitudes Toward Individual Differences Develop?
- B. How Can I Assess Attitudes Toward Individual Differences?
- C. How Can I Teach Acceptance of Individual Differences Related to Disability?
- D. How Can I Teach Acceptance of Individual Differences Related to Culture, Language, Gender, and Socioeconomic Status?
- E. How Can I Facilitate Friendships?
- F. Summary

Week 6.

February 10- February 16, 2011

(Creating Successful Transitions to Inclusive Settings)

- A. How Can I Help Students Make the Transition to General Education Classrooms?
- B. How Can I Help Students from Specialized Schools and Preschool Programs Make the Transition in Inclusive Settings?
- C. How Can I Help Students from Linguistically and Culturally Diverse Backgrounds Make the Transition to Inclusive Settings?
- D. How Can I Help Students Make the Transition from School to Adulthood?
- E. How Can I Help Students Develop Self-Determination?
- F. Summary

Research Paper Due: February 21, 2011 by 5:00 pm

Week 7.

February 17- February 25, 2011

(Creating a Classroom Environment That Promotes Positive Behavior)

- A. What Legal Guidelines Must I Consider When Designing Disciplinary Actions for Students with Disabilities?
- B. How Can I Conduct a Functional Behavioral Assessment?
- C. How Can I Promote Positive Classroom Behavior in Students?
- D. How Can I Prevent Students from Harming Others?
- E. How Can I Adapt the Classroom Design to Accommodate Students' Learning, Social, and Physical Needs?
- F. Summary

Week 8.

February 26- March 2, 2011

(Differentiating Instruction for Diverse Learners)

- A. How Can I Differentiate Instruction for Students?
- B. How Can I Differentiate Instruction for Students Who Have Difficulty Reading and Gaining Information From Print Materials?
- C. How Can I Differentiate Instruction for Students from Diverse Cultural and Language Backgrounds?
- D. How Can I Use Instructional Technology and Assistive Devices to Differentiate Instruction for

Students?
E. Summary

Weeks 9 and 10.
March 3- March 16, 2011
(Differentiating Large and Small Group Instruction)

- A. How Can I Adapt Large-Group Instruction for Students?
- B. How Can I Use Effective Instruction?
- C. How Can I Successfully Use Cooperative Learning Arrangements with Students?
- D. Summary

*Midterm Exam will release Wednesday -March 2, 2011 at midnight and is Due Friday-
March 4, 2011 by 5:00 pm.*

Weeks 11 and 12.
March 17- March 30, 2011
(Differentiating Reading, Writing, and Spelling Instruction)

- A. How Can I Help Students Learn to Read?
- B. How Can I Help Students Learn to Write?
- C. How Can I Help Students Learn to Spell?
- D. Summary

Special Education Teacher Interview Due: March 26, 2011 by 5:00 pm.

Week 13.
March 31- April 6, 2011
(Differentiating Mathematics, Science, and Social Studies Instruction)

- A. How Can I Differentiate Mathematics Instruction?
- B. How Can I Differentiate Science and Social Studies Instruction?
- C. Summary

Weeks 14 and 15.
April 7- April 20, 2011
(Evaluating Student Progress and the Effectiveness of Your Inclusion Program)

- A. How Can I Evaluate the Academic Performance of Students?
- B. How Can I Grade Students in Inclusive Settings?
- C. How Can I Evaluate the Social and Behavioral Performance of Students?
- D. How Can I Measure Perceptions of My Inclusion Program?
- E. How Can I Improve the Effectiveness of My Inclusion Program?
- F. Summary

Week 16.

**April 21- April 27, 2011
(Course Review)**

IEP Assignment Due: April 25, 2011 by 5:00 pm.

The Final Exam Will Release on Sunday- May 1, 2011 at midnight and is Due Tuesday- May 3, 2011 by 5:00 pm.

- ✓ **April 29th - Last Day of Class**
- ✓ **April 30th - Reading Day**
- ✓ **May 8th - Commencement**

Assignments/Evaluation

1. Students are to critique an article concerning a topic in special education. (100 points)
Possible topics include mainstreaming, inclusion, Least Restrictive Environments (LEA), etc.
The format for the critique should take the following format:

- (1) Article Summary (Title, Complete Citation)
- (2) Strengths and Weaknesses of Article
- (3) Significance of the Article to the Focus of the Course
- (4) Make sure you follow APA 6th edition guidelines for formal writing.

2. Students are to research a topic concerning special populations, special education, or special needs students and prepare a 10 page research paper on the topic. The paper should be thoroughly documented utilizing APA format. A title page and reference page should be included. The paper should be no more than 10 pages total. (100 points)

3. A midterm examination will be given to measure each student's knowledge base in relation to the course content. (100 points)

4. Students will interview a special education teacher about his or her range of responsibilities for working with students with exceptionalities. Your interview should summarize your discussion with the teacher and discuss how the information you learned from the teacher relates to what you are currently learning in class about special education. (100 points)

5. An Individualized Educational Plan (IEP) will be developed by each student as evidence of their mastery of the course content. (100 points)

6. Students are to respond to the weekly blogs contained within the assignment tab of the course each week. (100 points) **All Blogs are due weekly on Wednesday night by midnight.**

7. A final examination will be given to measure each student's knowledge base in relation to the course content. (100 points)

Grading Scale

Quantitative	Qualitative
A	exemplary, creative, professional, best practice
B	competent, skilled, knowledgeable, thoughtful
C	promising, adequate, needs refinement
D	inadequate, simplistic, flawed, must be redone
F	unsatisfactory, incomplete, lacks merit

Grading Summary

Assignment	Due Date	Weight	Points Possible
Weekly Blogs (12 Discussion Boards @ 100 pts. each = 1,200)	Wed. night by midnight	15%	1,200
Article Critique	January 24, 2011	10%	100
Research Paper	February 21, 2011	10%	100
Midterm Exam	March 5, 2011	10%	100
Interview	March 26, 2011	20%	100
IEP	April 20, 2001	25%	100
Final Exam	May 4, 2011	10%	100
Total Points		100%	1,800

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METHODS OF INSTRUCTION AND LEARNING

With a strong emphasis on historical and local issues and participants' specific classroom issues, this course offers a safe yet honest environment to think individually and collectively about diversity issues and to explore and evaluate teaching practice. Through focused and respectful dialogue, knowledge of sociopolitical issues in society and the classroom, reflection on beliefs, attitudes, and practice, teacher candidates are encouraged to evaluate their own teaching practice and the impact on diverse students.

The diversity course in which you are a participant is a graduate-level course and requires you to be an involved, committed, and independent learner. This course requires you to spend at least 6 hours of preparation and research each week. A variety of instructional methods will be used to help diverse groups understand diverse issues and transform teaching practice through critical evaluation:

- Participation in dialogues and workgroups
- Exposure to and discussion following scholarly readings, popular media, and documentaries
- Reflective writing
- Questioning
- Group activities and simulations

REQUIRED TEXTS

Dash, L. (1996). *Rosa Lee: A mother and her family in urban America*. New York: BasicBooks.

Loewen, J.W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Simon & Schuster Adult Publishing Group.

Nieto, S., & Bode, P. (2007). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Allyn & Bacon.

Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

OTHER REQUIRED MATERIALS

Adobe Reader: You can download the reader from <http://www.adobe.com/products/acrobat/readstep2.html>

Microsoft Word: All assignments should be typed in Microsoft Word.

Internet Access: You will be expected to download documents from BlackBoard. In order to attain these documents, it is in your best interest to have internet access.

Tech Support: Please direct any technical questions that may emerge related to BlackBoard to the Tech Support office at North Carolina A & T State University.

GENERAL COURSE POLICIES

To ensure this course operates efficiently and all learners are assessed fairly and equitably, we will adhere to the following policies and procedures:

1. **Attendance:** Attendance in this course is required. It is expected that students will attend every class meeting during the session to remain current regarding all facets of the course, to satisfactorily complete all course requirements, and to maximize overall learning outcomes.
2. **A&T Email Account:** All correspondence will be directed to your A&T email account. I will send no correspondence to any personal or work-related email address. Please contact the Aggie Help Desk if you need assistance with your A&T email account.
3. **Participation:** All students are expected to download and read the appropriate textual assignments each week, and every student is expected to contribute during course discussions.
4. **Professional Writing Requirements:** Students are expected to write on a professional level. This statement means that each student is expected to type documents and to proofread these documents several times before submitting them, correcting grammatical and mechanical errors and improving content when and where applicable. Additionally, all research-related papers submitted must adhere to APA format (6th edition).
5. **Submission of assignments:** All assignments are due on the dates specified within this syllabus. **NO LATE WORK WILL BE ACCEPTED!** As a professional, it is important you adhere to deadline dates and this course shall serve as no exception.
6. **“Incomplete” grades:** At the end of the session, a grade of A, B, C, or F shall be recorded based on the individual student’s effort and work. No grade of “I” will be recorded for any student. Moreover, any student earning a grade below 70 shall earn a grade of “F” with no exceptions.
7. **Final course grade is non-negotiable:** The final course grade that students earn based on the assignments outlined in this syllabus will be final. No extra credit shall be given.
8. **Professionalism:** Every student is expected to show professionalism throughout the course. This statement means that each student is expected to participate in discussions, is expected to be courteous and respectful of other students even when disagreement surfaces, is expected to contribute in group assignments, and is expected to be prepared for every class.

STUDENT LEARNING ACTIVITIES AND ASSESSMENT CRITERIA

1. **Transformative Journal Responses (2 @ 50 points each)**
On two separate occasions, you will be asked to write a journal response based on an educational journal article provided to you. Using the Analytic Reflective model, you will properly cite the article using correct APA citation, summarize the content of the text, analyze the major concepts within it, provide your opinion and perspective, and explain how the reading informs changes you may be prompted to make within your classroom.

STUDENT LEARNING ACTIVITIES AND ASSESSMENT CRITERIA (cont'd)**2. Knowledge Assessments (4 @ 25 points each)**

Throughout the semester, you will take four (4) traditional assessments geared toward ensuring your content knowledge of various topics and issues related to diversity are strong. These traditional assessments will vary in presentation, ranging from multiple choice to case study responses to short answer constructed responses. Please prepare for the quizzes prior to class by reading all assigned material, asking for clarification questions during class, and engaging in conversation with colleagues outside class time. You will be given approximately 20 minutes to complete each quiz on the date it is assigned.

3. Book Critiques (2 @ 100 points each)

We will read and discuss two texts on separate nights: *Lies my teacher told me* by James Loewen and *Rosa Lee* by Leon Dash. On the nights we discuss the respective text, you are to submit a 3-5 page book critique which should consist of the following items:

- (a) an identification of the “research question” or “research topic” covered
- (b) an identification of the population or sample identified (if applicable)
- (c) a summary of the book in your own words
- (d) a critique of the major concepts, ideas, issues presented in the text and its implication in classroom/school application (remember, a critique may applaud the authors for material included or issues raised just as it may criticize them for not examining a particular issue from a particular perspective)

4. Diversity Mini-Assignments (3 @ 50 points total)

Throughout the course of the semester, you will complete two “mini-assignments” related directly to understanding and appreciating diversity. These assignments are comprised of the following:

- (a) Critical Cultural Autobiography (50 points)
- (b) Hypothesis Research Assignment (50 points)
- (c) School-based Equity Audit (50 points)

Each of these assignments will be explained in more detail as the class progresses.

5. Hypothesis Research Roundtable Presentation (1 @ 100 points)

On February 25th, you will present the findings, conclusions, and implications of your hypothesis research assignment to your colleagues in a roundtable format. During your presentation, you will articulate how you conducted the investigation (i.e., how you collected data, how you analyzed data) and how your findings relate to the stated hypothesis. Based on your findings, you will discuss what conclusions you infer from the data and, perhaps most importantly, you will offer implications based on your findings. These implications must address three areas: (1) teaching (i.e., planning, curricula, and assessment), (2) learning (i.e., student motivation, student achievement, cultural awareness), and (3) policy (i.e., funding decisions, school rules and procedures). Your presentation should last approximately 15 to 20 minutes, and you should be prepared to address questions about your research posed by the instructor or your colleagues.

STUDENT LEARNING ACTIVITIES AND ASSESSMENT CRITERIA (cont'd)

6. Educational or Social Justice Grant Proposal (1 @ 150 points)

The final assignment for this class is to construct a grant proposal for an educational/social justice program you feel should be implemented within your school or community. For the purpose of this assignment, you are developing a program that will impact the educational needs of (a) students, (b) teachers or administrators, or (c) a subset of your community. **The focus of your program is completely up to you;** however, the idea should be grounded in current research literature and justified by “needs” data. For this assignment, you are requesting between \$5,000.00 and \$10,000.00 to fund your particular program. When you have completed this assignment, you will have articulated a program worthy of funding.

On the final night of class, you will present a detailed 10 minute overview of your proposed social justice or educational program to your colleagues in a roundtable discussion format. More information about this process will be forthcoming.

ASSESSMENT OF COURSE LEARNING

At the conclusion of the academic semester, an evaluation will be made based on your performance on the aforementioned assignments and activities. This evaluation will be a numerical score using the ensuing assignment point values:

• Transformative Journal Responses	100 Points Total
• Transformative Journal 1 (50 points)	
• Transformative Journal 2 (50 points)	
• Knowledge Quizzes	100 Points Total
• Diversity Mini-Assignments	150 Points Total
• Critical Cultural Autobiography (50 points)	
• Hypothesis Research Assignment (50 points)	
• School-Based Equity Audit (50 points)	
• Hypothesis Research Presentation	100 Points Total
• Book Critiques	200 Points Total
• <u>Educational/Social Justice Grant Proposal</u>	<u>150 Points Total</u>
Total Points Possible	800 Points Total

COURSE GRADING SCALE

The final numerical value used to evaluate your performance in this course will adhere to the following point scale:

A:	720 – 800 Pts	Excellent work; Above average effort meeting criteria provided
B:	640 – 719 Pts	Good work; Meets any criteria provided
C:	560 – 639 Pts	Fair work; Does not meet criteria provided
F:	Below 560 Pts	Poor work; Fails to meet the majority of the criteria provided

Note: Students are expected to show appropriate initiative in class activities, readings, and assignments. Assignment evaluation criteria will be provided where possible. However, any criteria provided are minimum criteria only.

ASSIGNMENT SUBMISSION FORMAT

All assignments must be typed, and, where applicable, submitted in the report format of the American Psychological Association (APA), the most widely accepted format for educational research reporting. Any paper not in APA format will not be accepted.

SUBMISSION OF LATE ASSIGNMENTS

Assignments are due on the dates indicated. In fairness to those students who submit their assignments on time, no late assignments will be accepted unless: (a) arrangements have been made prior to the scheduled date of submission, and (b) there is sufficient reason for submitting the assignment late. Illnesses and emergencies will be excused, but only with proper documentation. Please be ready to show the original (i.e., doctor's certificate, funeral announcement, etc.), and submit a copy to the instructor.

ACADEMIC INTEGRITY

Since this course involves a great deal of new concepts and terminology, you are encouraged to network and confer with others in the class to clarify instructions, review lecture notes, review materials and procedures, and compare assignments. These activities are important to success in most organizations.

But do not confuse normal and healthy networking with plagiarism or academic misconduct. You will be held accountable to the highest standards of academic integrity, which will be enforced in this class. Please read and understand the university's policy on academic integrity, as printed in NCA&T's Graduate School Bulletin.

CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

All reasonable efforts will be made to accommodate the needs of disabled students in this course, as per the requirements of the Americans with Disabilities Act (1993). If you have special needs, please inform me as soon as possible at the start of the semester, so that appropriate accommodations and considerations can be made.

Note:

The dates and assignments on this syllabus are subject to change without prior notification or warning.

REFERENCES

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**CUIN 729-6M Diversity in K-12 Schools
Tentative Calendar of Assignments**

- January 12**
Week 1
Introductions, goals, tasks
Course overview, policies, procedures, and parameters
Course expectations, readings, assignments
Diversity versus Multiculturalism: Is there a difference?
ASSIGNMENT DUE: Knowledge Quiz #1
- January 19**
Week 2
Research and Diversity Issues: Building a Foundation for Inquirers
APA Citation
Editing and Revising Research Writing
The Research Question and Common Methodologies: Examining Ethnography and Case Study
Collecting Data: Interviewing, Observations, Surveys
- January 26**
Week 3
The Role of Culture and Diversity in Learning
Reading:
Nieto, S., & Bode, P. (2007). Culture, identity, and learning (Chapter 6).
Affirming diversity: The sociopolitical context of multicultural education (5th edition).
ASSIGNMENT DUE: Critical Cultural Identity Autobiography
- February 2**
Week 4
“Whiteness” and the Process of Deculturalization
Reading:
Spring, J. (2007). Deculturalization and the claim of racial and cultural superiority by Anglo-Americans.
Sue, D.W. (2004). Whiteness and ethnocentric monoculturalism: Making the ‘invisible’ visible. *American Psychologist*, 59(8), 761-769.
In-class Reading:
Peggy McIntosh, White Privilege: Unpacking the Invisible Knapsack (downloaded from <http://www.utoronto.ca/acc/events/peggy1.htm>)
ASSIGNMENT DUE: Transformative Journal Response 1
- February 9**
Week 5
Race, Ethnicity, and Racism
Reading:
Nieto, S., & Bode, P. (2007). Racism, discrimination, and expectations of students’ achievement (Chapter 4). *Affirming diversity: The sociopolitical context of multicultural education* (5th edition).
ASSIGNMENT DUE: Knowledge Quiz #2 on Weeks 3 – 4
- February 16**
Week 6
Race, Ethnicity, and Racism: School-Level Implications
Reading:
Nieto, S., & Bode, P. (2007). Structural and organizational issues in schools (Chapter 5). *Affirming diversity: The sociopolitical context of multicultural education* (5th edition).
Steele, C.M. (1992). Race and the schooling of Black Americans. *The Atlantic Monthly Magazine*, 269(4), 68-78.
Video Segment: “Hard Times at Douglass High”

Tentative Calendar of Assignments (cont'd)

- February 23**
Week 7 **Ethnocentric Monoculturalism in Schools**
Reading:
Loewen, J.W. (1995). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. Simon & Schuster Adult Publishing Group.
ASSIGNMENT DUE: Book Critique
- March 1**
Week 8 **Grant Writing: Addressing the Needs of the People using a Power Analysis Approach**
ASSIGNMENT DUE: Knowledge Quiz #3 on Weeks 5 – 7
- March 8**
Week 9 **Hypothesis Research Roundtable Presentation**
ASSIGNMENT DUE: Hypothesis Research Assignment
- March 15**
Week 10 **The Teacher as Culturally Responsive: Considering Ethnicity, Race, and Culture in Instructional Planning (Online)**
Reading:
Nieto, S., & Bode, P. (2007). Learning from students (Chapter 9). *Affirming diversity: The sociopolitical context of multicultural education* (5th edition).
Ladson-Billings, G. (1995). But that’s just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-166.
ASSIGNMENT DUE: Transformative Journal Response 2
- March 22**
Week 11 **Gender, Gender Bias and the Media**
Reading:
Sadker, D. & Sadker, M. (2004). Gender bias: From Colonial America to today’s classrooms. In J.A. Banks and C.A. Banks *Multicultural Education: Issues and Perspectives* (5th ed.). pp. 135-163.
In-Class Video: “Tough Guise”
- March 29**
Week 12 **Women of Color**
Reading:
Butler, J.E. (2004). Transforming the curriculum: Teaching about women of color. In J.A. Banks & C.A. Banks *Multicultural Education: Issues and Perspectives* (5th ed.), pp. 187-207.
George Noblit (1992). Power and Caring. *American Educational Research Journal*, 30(1), 23-38.
- April 5**
Week 13 **No Class: Rockingham County Schools Spring Break**
- April 12**
Week 14 **Socioeconomic status and culture**
Reading:
Persell, C.H. (2004). Social class and educational equality. In J.A. Banks & C.A. Banks *Multicultural Education: Issues and Perspectives* (5th ed.), pp. 87-109.
ASSIGNMENT DUE: Knowledge Quiz #4 on Weeks 10 – 12

Tentative Calendar of Assignments (cont'd)

- April 19**
Week 15
- SES and Culture: A Real-Life Examination Pt. 1**
Reading:
Dash, L. (1997).. *Rosa Lee: A mother and her family in urban America* . Penguin Group.
ASSIGNMENT DUE: Book Critique
ASSIGNMENT DUE: School-Based Equity Audit
- April 26**
Week 16
- SES and Culture: A Real-Life Examination Pt. 2**
In-Class Video: “When the Levees Broke”
- May 3**
Week 17
- Roundtable Research Discussion on Final Paper**
ASSIGNMENT DUE: Educational/Social Justice Grant Proposal